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ABSTRACT

In fall 1988, the Board of Trustees of the San Diego Community College District (SDCCD) requested a study of the district's enrollment process to determine sources of increasing student enrollment, reasons for delays in the registration process at Mesa College, and practices regarding the redirection of students to other campuses. Study findings, based on data obtained from the SDCCD student database and other sources, included the following: (1) fall 1985 through fall 1988 census data for enrollment status by campus suggested that enrollment growth might be due to an increasing percentage of continuing students; (2) headcount enrollment increases were experienced in all gender, ethnic, and age categories; (3) district population growth, marketing and outreach, class availability, and fee schedules were related to enrollment increases; (4) though some registration problems remained, long registration lines were reduced due to improvements in the "walk through" registration process and increased use of a mail-in registration option; and (5) San Diego State University's policy to encourage students to enroll in equivalent SDCCD courses when university courses are full is believed to have increased SDCCD enrollment. (AJL)

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Growth and the Enrollment Process

Fall 1988

RESEARCH & PLANNING

San Diego Community College District
3375 Camino del Rio South
San Diego, CA 92108

JC 890 055

Board of Trustees

San Diego
Community College District
3375 Camino del Rio South | San Diego, CA 92108 (619) 584-6500

No.
Information

Subject:

Date: December 21,1988

Docket Office
584-6962

A. NAME OF DOCKET ITEM

Fall Enrollment Report. (Response to Board Assignment 9.3)

B. STATEMENT OF ISSUE/PURPOSE

1. Background:

At the September 15, 1988 meeting, the Board of Trustees, noting that Fall, 1988 enrollment in the SDCCD had increased, requested that a report be prepared that detailed the sources of increasing student enrollment. The Board also reported that they had received reports about long lines and delays at Mesa College during registration and requested a report describing the enrollment process at each campus. An additional concern was the redirection of students to other campuses when classroom space at Mesa College is impacted. An evaluation of the enrollment process as well as an analysis of student enrollment is attached (see Attachment B)*. A summary of the findings is presented in this docket item.

2. Status:

The research focused on three areas:

1. Potential source(s) of increased enrollment
   a. Student Characteristics
   b. Enrollment Data
   c. SDSU Impacted Status
   d. SDCCD Recruitment and Marketing

2. The current enrollment process
   a. Districtwide
   b. Operationally for each campus

3. Campus practices to redirect students to other campuses

*Attachment B will be distributed to Board members, Directors, Presidents and Faculty Senate Presidents only; a copy for review is available in the Instructional and Student Services Office.

Recommended: _____
A.P. Gallego, Director
Instructional and Student Services

Approved for Consideration: _____
J. William Wenrich, Chancellor

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B. STATEMENT OF ISSUE/PURPOSE (continued)

2. Status: (continued)

Data Sources

Data obtained from the SDCCD database and other sources which include San Diego State University (SDSU); Office of Institutional Research and Academic Advising Office, San Diego Association of Governments (SANDAG), Private Industry Council, Regional Employment and Training Consortium (PIC-RETC), San Diego Unified School District, and the California State Department of Finance were included in the analysis.

Enrollment status

Fall, 1985 through Fall, 1988 census data for enrollment status by campus suggest enrollment growth may be increasing due to a growing percentage of "continuing" students (see Attachment A-1). For the four semesters under comparison, the percentage of students in the First-Time, Transfer, Returning Transfer, and Returning categories dropped or remained approximately the same while the percentage of continuing students increased at all campuses. For example, in the Fall, 1985 semester, approximately 23% of the students enrolled at Mesa College were "First Time" students and approximately 47% were "Continuing students." During the Fall, 1988 semester these proportions had changed to approximately 16% First Time students and approximately 55% Continuing students. A similar trend can be seen at City College. In Fall, 1985 approximately 19% of students enrolled at City College were First Time students with approximately 44% Continuing. However, by Fall, 1988, the percent of Continuing students at City College had grown to approximately 55%, while the percent of First Time students declined to approximately 16%. These trends are also evident at Miramar College. These emerging patterns in student enrollment status appear to be one of the primary reasons enrollment is increasing.

SDCCD Enrollment Trends

Attachment A-2 charts ten years of SDCCD census data and indicates recent upward trends in enrollment. However, when examined over the last several years, the rate of this trend fluctuates from semester to semester and year to year, and in past years (e.g., 1986-1987 academic year) has also decreased. Fluctuations in enrollment are also shown in Attachment A-3 which plots opening day enrollment totals for the last four years. Moreover, examination of Spring, 1987 and Fall, 1988 enrollment data for Opening Day, First Census cumulative, and First Census active enrollment, indicate that enrollment can fluctuate significantly within a three-week period of time (see Attachment A-4).

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B. STATEMENT OF ISSUE/PURPOSE (continued)

2. Status: (continued)

Regional Trends

Attachment A-5 indicates that San Diego County will continue to grow at a faster rate than the state as a whole. Moreover, Attachment A-6 indicates that the primary SDCCD service area population is projected to increase by approximately 146,000 during the 1988-95 period. Attachment A-7 has particular significance for Miramar and Mesa Colleges because these data project that growth within the SDCCD service area will be concentrated in the North City area.

Attachment A-8 indicates that elementary school enrollments will show the most rapid growth through the year 2000, and the preponderance of high school enrollments will be in the North City area (see Attachment A-9).

Student Characteristics

Examination and comparison of the SDCCD student gender, ethnic, and age distributions for the Fall, 1987 and Fall, 1988 semesters indicate that while enrollment has increased significantly, these data do not indicate disproportionate increases in any of these categories presented. Absolute numbers have increased in all gender, ethnicity, and age categories presented, however the relative proportions within each of these categories have changed minimally. However, as noted in the attached report, the comparison data presented are only for the Fall, 1988 and 1987 semesters.

Enrollment Process

Recent concerns over delays during the "on-campus" enrollment process are not unprecedented. Over the years, concerns about delays and long lines during registration have been voiced by students, faculty, and administration. Efforts, both districtwide, and at the colleges, have been made to alleviate delays and generally improve the registration process.

As shown on the flow chart summarizing the "Walk-Through" registration process at each campus, several activities are conducted at each enrollment "stop" (see Attachment A-11). Enrollment worksheets must be verified, prerequisites verified, residency established, updating of class information, ASB cards and Parking Permits obtained. The length of time needed to register can vary greatly, depending on the circumstances of the student, the campus of enrollment, the time of day, or day of week that the student enrolls. While the enrollment process is similar throughout the SDCCD, operationally, minor differences exist among the campuses. These differences and other information pertaining to campus enrollment procedures are summarized in Attachment A-12).

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B. STATEMENT OF ISSUE/PURPOSE (continued)

2. Status: (continued)

"Walk-Through" Registration Process

The campuses report that although problems exist, long lines and delays have decreased as a result of various improvements in the registration process (see Appendix II of the attached report).

Campus Redirection Policies

All campuses indicated that it is both policy and practice to redirect students to an alternate campus if classroom space is impacted at the current campus.

Mail-in Registration

An increasing number of students are enrolling by mail. Efforts to encourage greater numbers of students to take advantage of this process have been on-going since the implementation of mail-in registration in Spring, 1986. Approximately 40% of SDCCD students enrolled by mail during Fall, 1988, which had the effect of reducing lines and enabling staff to better allocate limited resources.

Matriculation Requirements

The Matriculation Act (AB-3) provides that students be assessed for skill levels and that course prerequisite be verified prior to enrollment. Implementation of this mandate has added time and additional steps to the enrollment process.

Recruitment and Marketing

Through the efforts of the Communications Services and campus information officers, the District has made sustained efforts to inform the community of course offerings and make City, Mesa, and Miramar Colleges an attractive alternative. These efforts include radio commercials, television Public Service Announcements (PSA's), classified and display advertisements in local and four-year university newspapers, and other promotional media. In addition, SDSU students are encouraged to enroll in City, Mesa or Miramar Colleges through the availability of SDCCD class schedules, catalogs, and charts listing SDSU course titles and equivalent courses offered within the SDCCD by campus. The recruitment efforts summarized in this report are presented for informational purposes; the actual effects these efforts may have had on Fall 1988 enrollment are unknown. A full report on Communications Services activities was presented to the Board on July 27, 1988. (Docket Item #461)

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B. STATEMENT OF ISSUE/PURPOSE (continued)

2. Status: (continued)

SDSU

The impacted status of San Diego State University has resulted in a transfer policy requiring the applicant to have completed at least 56 transferrable semester units before being considered for admission to the university. Continued implementation of this policy may contribute to the increases in the proportion of Continuing students in the SDCCD.

The SDCCD "late-start" academic calendar may also have had an effect on the increase in enrollment. For example, the number of SDCCD students who indicate concurrent enrollment in a four year institution for Fall, 1988 is approximately 1,700. Attachment A-10 indicates the number of transfer students enrolling at SDSU for Fall, 1988 from area colleges.

SDSU Redirection Policies

It is the policy of the SDSU Academic Advising Center to actively encourage students to enroll in equivalent SDCCD courses when required courses at SDSU are impacted. Recommendations as to which community college a student should attend is based on the course(s) needed, equivalence of course requirements, the proximity of the student to a particular community college, and the start of the community college's academic calendar. Although counselors do not recommend a particular college, they report that students "most frequently" choose Mesa or Grossmont Colleges to enroll in needed courses. Although generally believed to increase SDCCD enrollment, precise estimates of how many students enroll in the SDCCD because of the impacted status of SDSU are unavailable.

Observations

From these findings, the following observations are made:

1. Cooperation and shared resources among campuses is essential.

2. Projected growth of SDCCD service area suggests a need for expansion and improvement of campus facilities.

3. Continued and careful monitoring of these enrollment trends within the SDCCD and external variables such as high school enrollments or regional growth is vital to ensure that the SDCCD is able to plan for, recruit, and accommodate new and continuing students of diverse backgrounds.

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B. STATEMENT OF ISSUE/PURPOSE (continued)

2. Status: (continued)

4. Planning should be integrated into all SDCCD activities when feasible.

5. With respect to the enrollment process, existing technologies such as "touch-tone" telephone registration should be investigated for use by the SDCCD.

6. Continued emphasis on the use of the mail-in registration process for priority enrollment.

7. Continued redirection by the campuses to alternate campuses when classroom space becomes unavailable.

Summary

Forecasts of rapid SDCCD service area growth in the North City region, and slower growth in the central and southern region, suggest that Mesa and Miramar Colleges may continue to experience some growth, particularly for the new or "first-time" student while City College and ECC may experience some decline in first time student enrollment. Also, forecasts of high school enrollment growth in the North City region suggest that enrollment growth will probably continue at Mesa and Miramar Colleges although the rate of growth at these campuses cannot as yet be determined.

It seems reasonable to suggest that if the SDCCD can continue to attract students in the educational marketplace with an academically challenging program that prepares them for further study or for future employment, and has sufficient facilities to serve these students, that growth will continue. However, enrollment status data for the last three years indicates a general decline in the number of "non-continuing" students. Also, trends in ethnic distribution data indicate that the proportion of students from all ethnic backgrounds has changed minimally over the last several semesters.

Thus, it is essential that the SDCCD continue to plan, evaluate, and improve instructional programs and delivery systems to attract new students, and students of diverse backgrounds, rather than relying on the unavailability of classes at SDSU or other external factors to sustain growth.

C. PROPOSAL

None. This docket item is presented for information only.

Tables 5 - 7
ENROLLMENT STATUS
CITY, MESA & MIRAMAR COLLEGES
Fall, 1985 - Fall, 1988

	Fall, 1985	Fall, 1986	Fall, 1987	Fall, 1988
	Percent	Percent	Percent	Percent
City				
First-Time	19.2	20.9	16.7	16.1
Transfer	21.9	19.6	19.9	19.3
Ret.-Transfer	7.9	4.7	5.4	3.9
Returning	7.0	7.9	6.8	5.3
Continuing	44.0	46.9	51.2	55.4
Mesa				
First-Time	22.6	17.0	19.4	15.8
Transfer	17.5	20.4	20.7	19.9
Ret.-Transfer	6.9	4.7	3.8	3.5
Returning	6.4	7.4	5.7	5.1
Continuing	46.6	50.5	50.4	55.4
Miramar				
First-Time	20.0	20.0	16.3	16.9
Transfer	25.9	26.5	23.0	20.2
Ret.-Transfer	6.7	4.7	4.9	2.9
Returning	6.1	6.6	6.0	4.5
Continuing	41.5	42.2	49.8	55.5

Figure 1

First Census Enrollment Information Spring and Fall 1978-1988

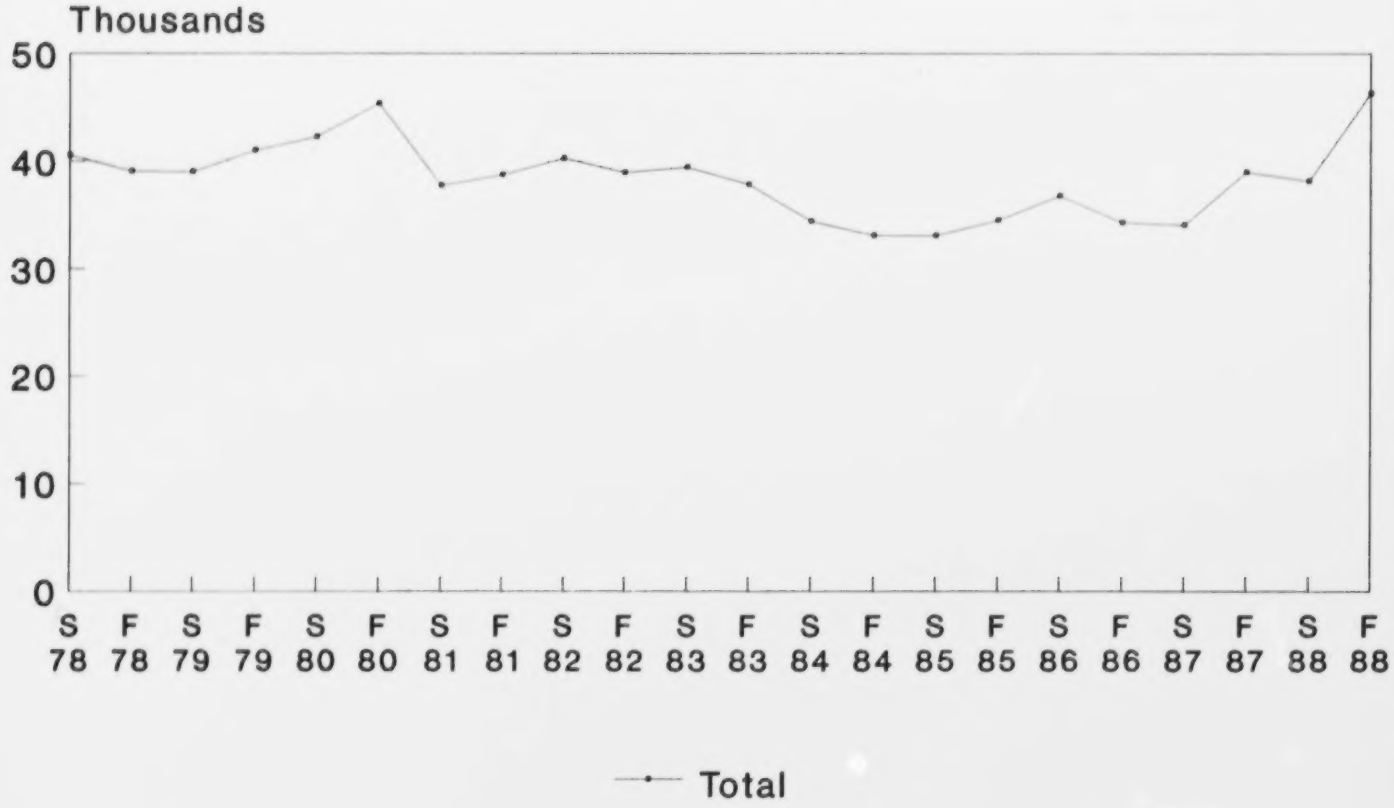


Figure 2

Opening Day Enrollment Totals
Fall 1984 to Fall 1988

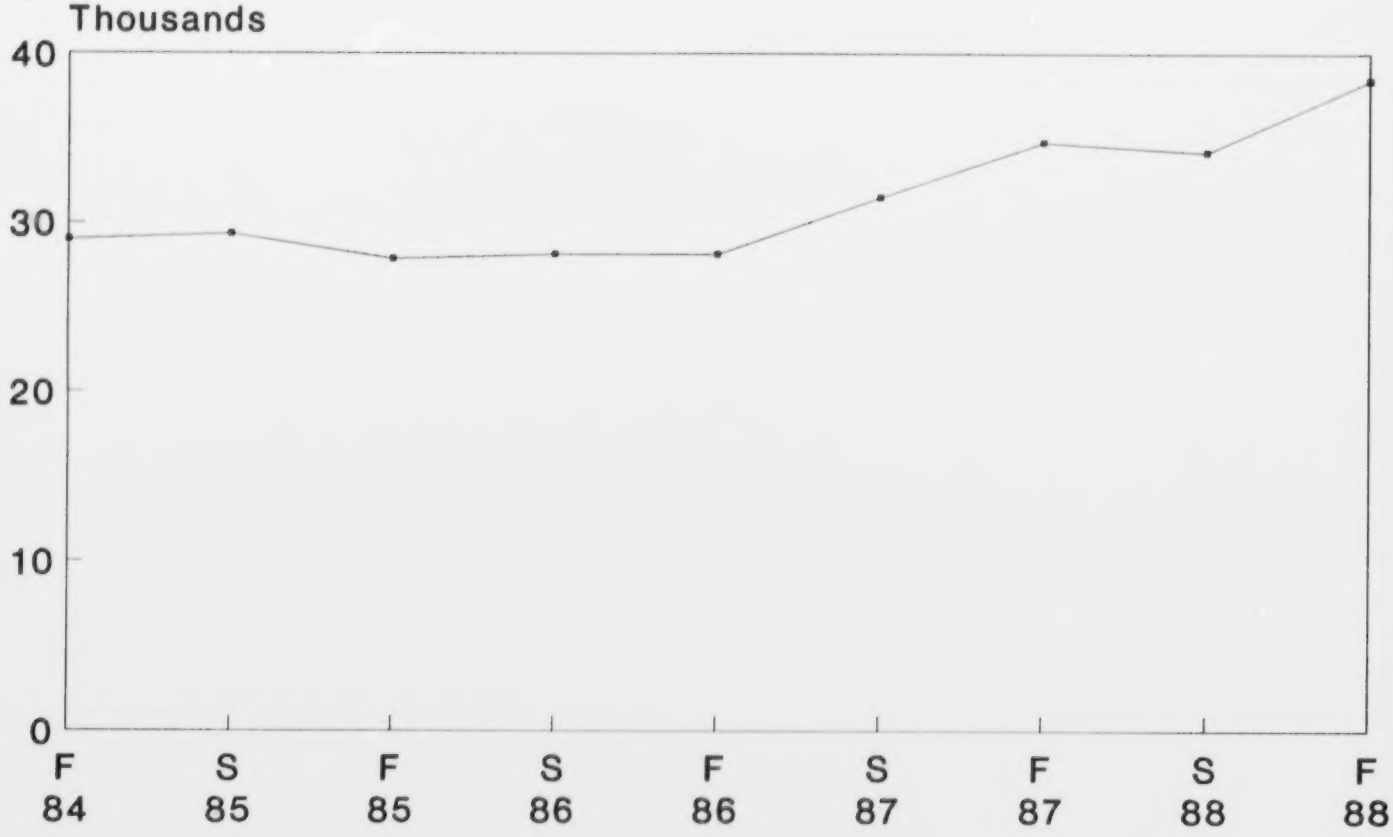


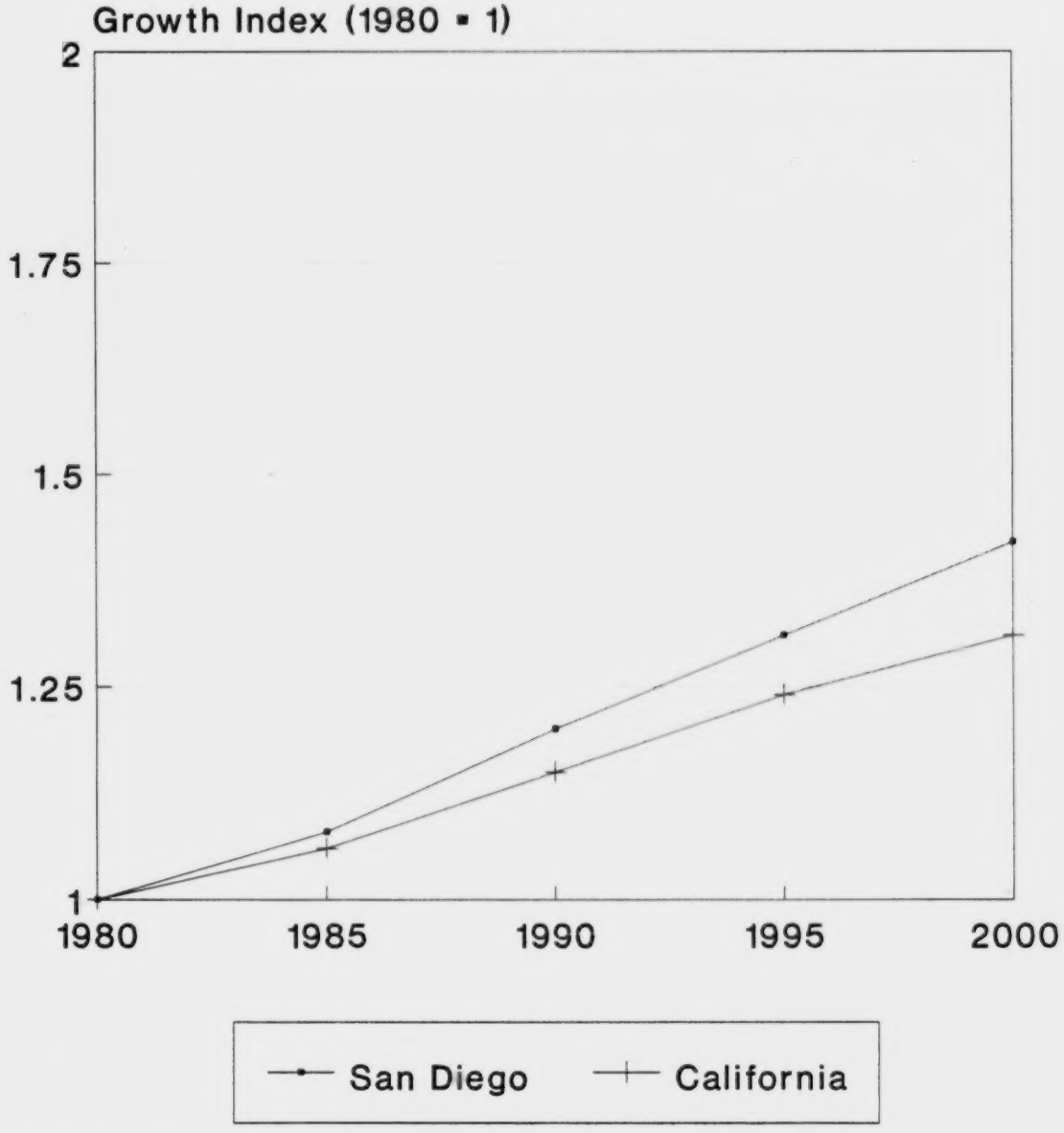
Table 10
Opening Day; First Census Cumulative and Active Enrollment
City, Mesa, Miramar & District Totals

	Opening Day	First Census Cumulative Enrollment	First Census Active Enrollment
City*			
Spring 1988	10041	13589	13106
Fall 1988	10747	14445	14093
Mesa			
Spring 1988	19862	22487	20714
Fall 1988	22855	25784	23972
Miramar			
Spring 1988	4274	5219	4707
Fall 1988	4827	6077	5517
District Totals			
Spring 1988	34177	41295	38527
Fall 1988	38429	46306	43582

* Data for City College includes ECC

Figure 6

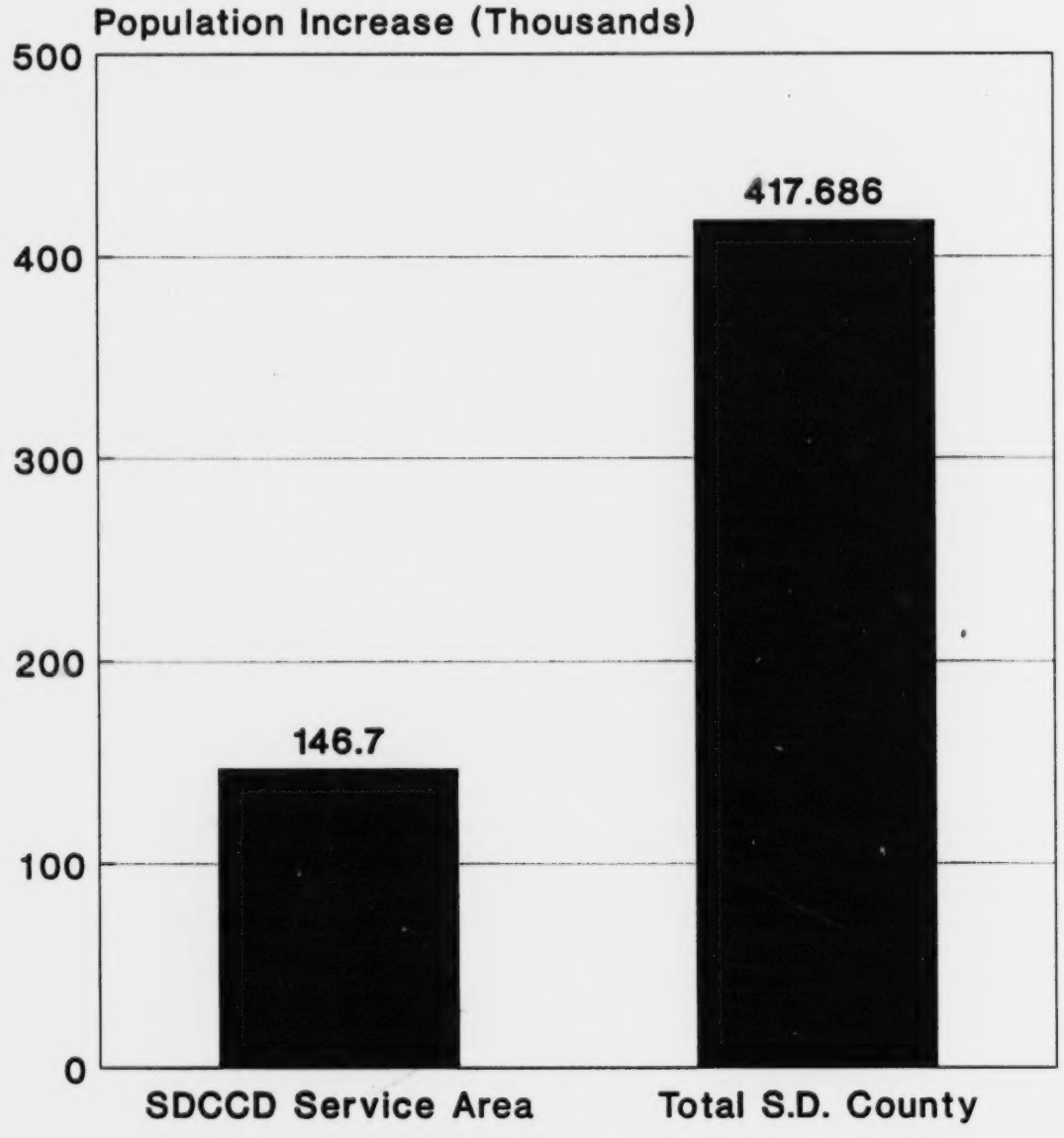
Population Growth Rates: 1980-2000
San Diego County & California



Source: SANDAG & Dept. of Finance

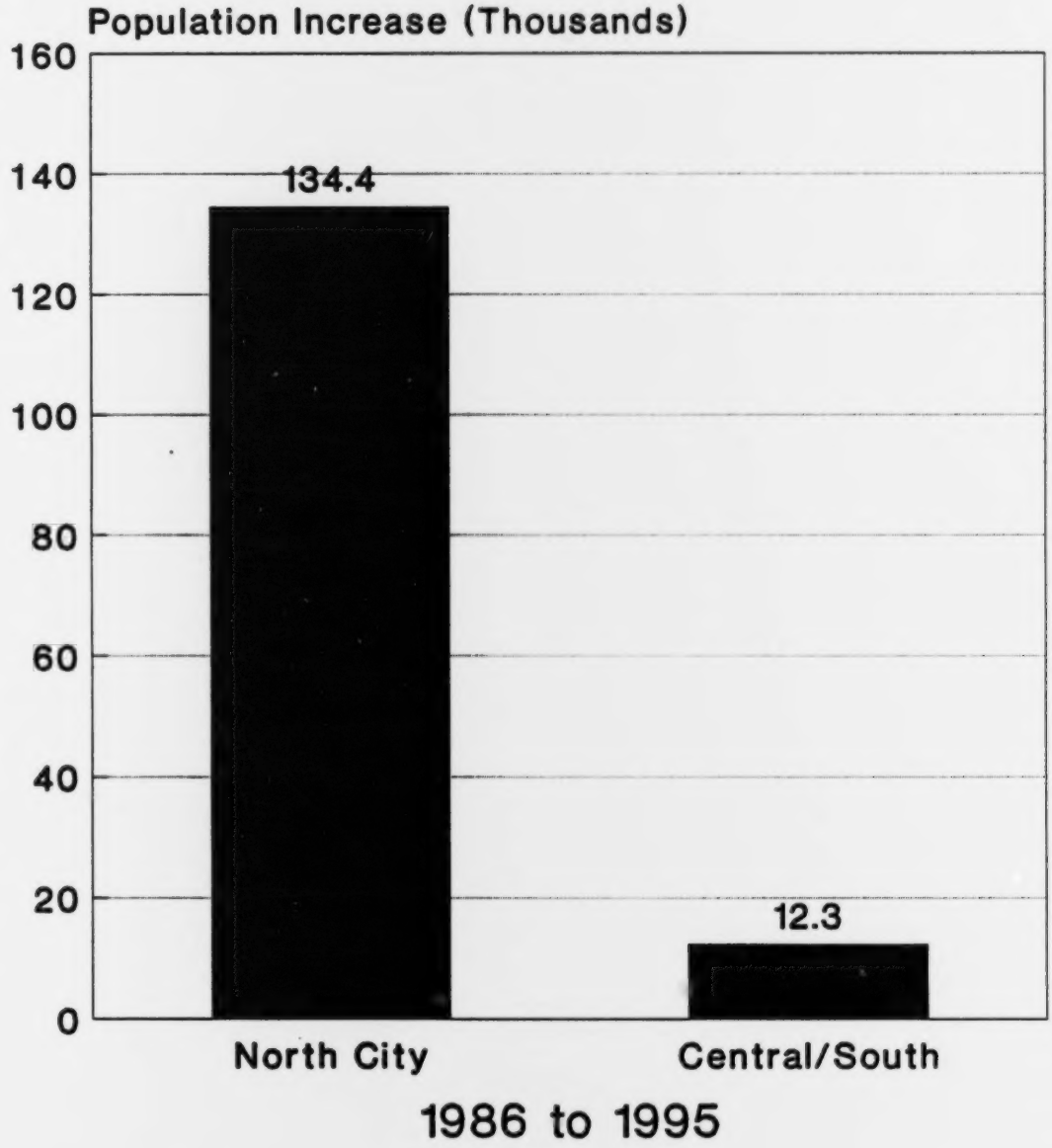
Figure 7

Population Increase: 1986 - 1995
SDCCD Service Area & Total County



Source: SANDAG

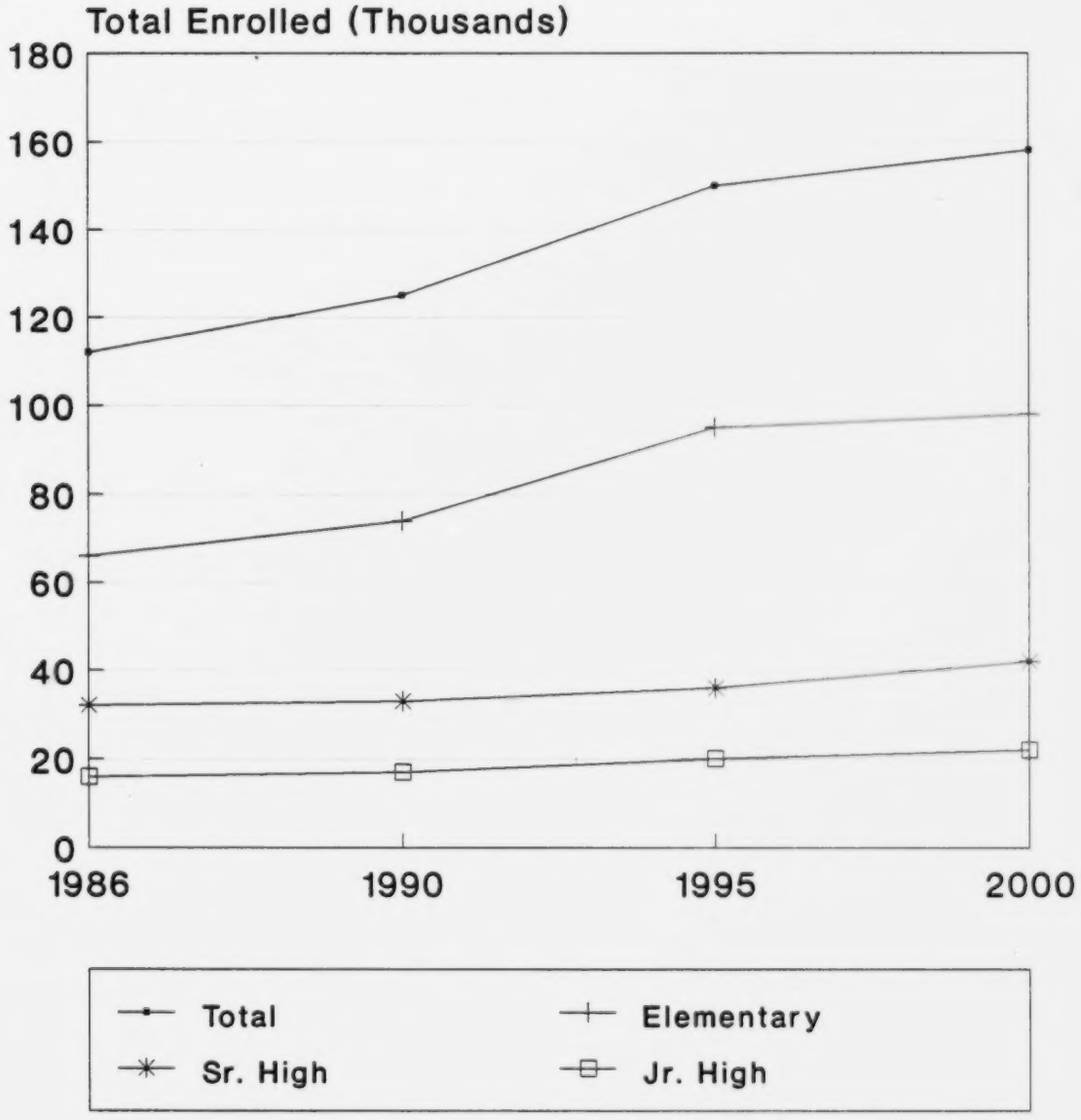
Figure 8
Growth Within SDCCD Service Area
1986 to 1995



Source: SANDAG

Figure 9

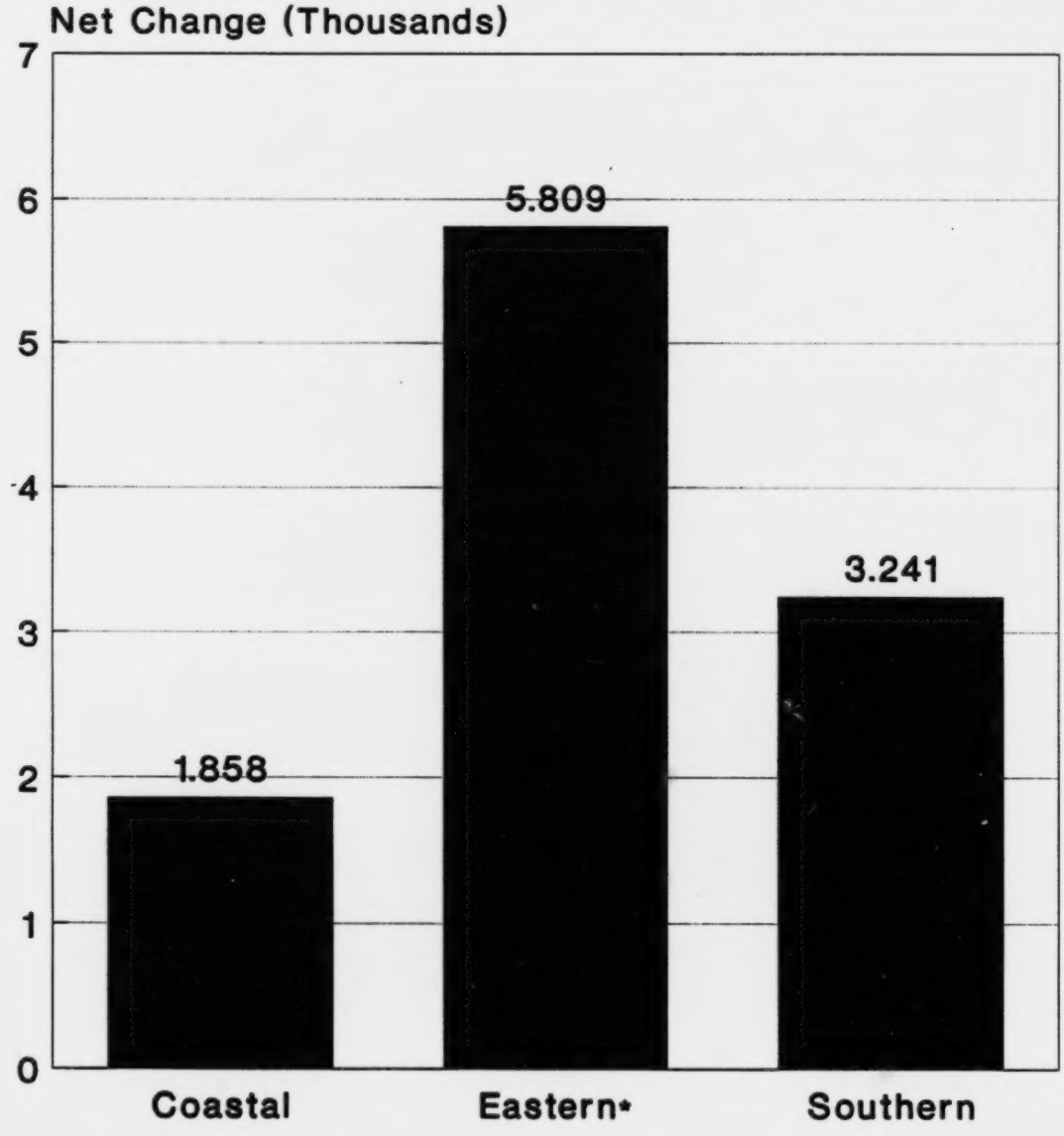
Enrollment Trends: 1986 - 2000
San Diego Unified



Source: San Diego Unified

Figure 10

High School Enrollment Projections by Planning Area San Diego Unified: 1986 to 2000



*Includes North City Area

Table 8
Fall, 1988 Transfer Enrollments at SDSU*

College	Applied	Enrolled
Cuyamaca	166	108
Grossmont	1134	662
Imperial Valley	126	81
Mira Costa	189	135
Palomar	612	413
SDCCD	2009	1173
Southwestern	590	391

***Source: SDSU Admissions and Records**

San Diego Community College District

Walk-Through Registration

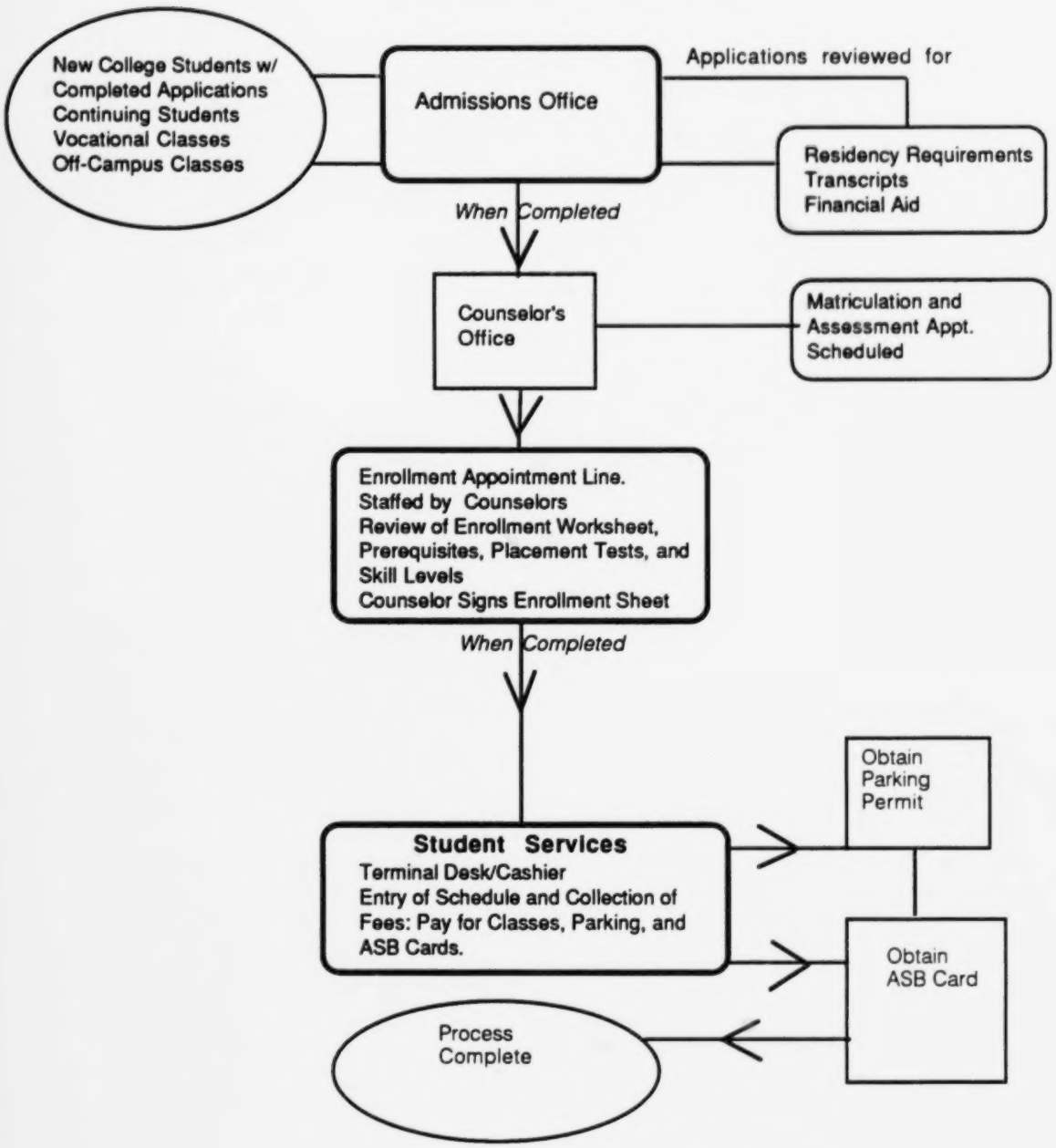
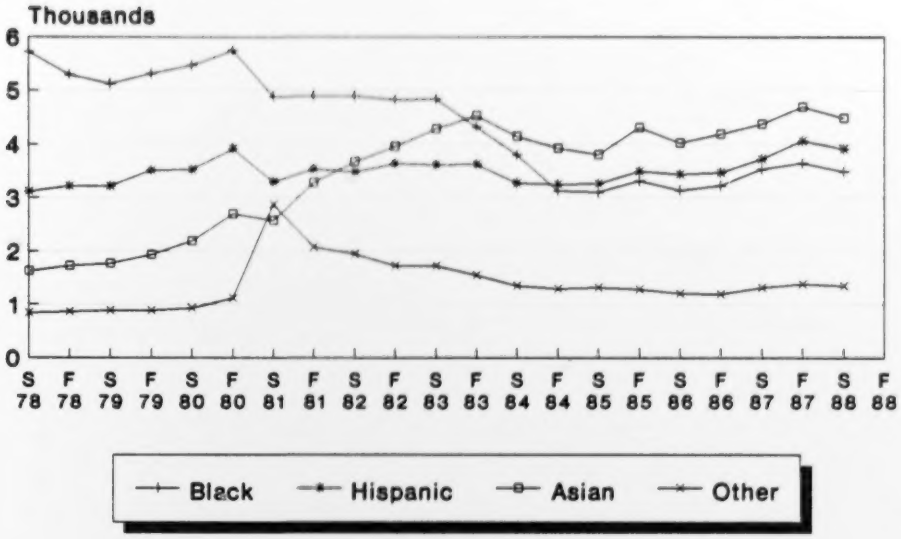


Table 9

Summary of Walk-in Registration Procedures for Each Campus

Fall 1988 (as of 11/17/88)	Mesa	City	Miramar	ECC
Walk-In Registration (3 weeks before school + 1st week)	17,635/ 800 avg. /day	11,639/ 500 avg. /day	4,396 (Academy not included) 200 avg. /day	1,267 (college only) 50 avg. /day
Hours of Registration	8:00am to 9:00pm	8:00am to 8:30pm	M-Th 8:00am to 8:00pm F 8:00am to 4:30pm	M-Th 8:00am to 8:30pm F 8:00am to 4:00pm
# of Data Entry Terminals	11 (+ 2 emergency)	9	3	3
Admissions Staff Devoted to Registration	25 positions 7:30am - 10:00pm 2 day & 2 night supv. 1 control clerk	12 positions 8:00am - 10:00pm 1 day & 1 night supv.	8 positions 8:00am - 8:00pm 1 supv. - 12 hr. shift	6 contract & 4 hourly positions: 8:00am - 8:00pm 1 supv. - 12 hr. shift
Counselors Working Enrollment Line	1 inside by data entry, when avail. 1 roaming outside by add/drop line	1 inside by data entry others available in counselors office	None (available in counselors office)	3 Continuing Ed Counselors
Average Time For Enrollment	1 hour	30 - 45 min.	15 - 30 min.	15 - 30 min.
"Crunch" Time (Excessive lines)	2 - 3 hours	1 - 2 hours	45 min.	45 min.
Growth Impact Caused by (opinion)	›SDSU	›SDSU ›Downtown marketing ›Recruitment at local high schools	›SDSU ›Location of information officer ›Academy classes ›Recruitment at local high schools	- - -
Common Frustrations on campuses (opinion)	›Parking ›Students who miss enrollment appt. ›Having to delete a student file and reenter	›Parking ›Students who miss enrollment appt. ›Having to delete a student file & reenter ›Students unprepared w/transcripts/prereqs	›Students having to wait in counselor's line and enrollment line ›Not enough hourly staff	›Non-continuous curriculum ›Vocational, continuing students enrolling at the same time ›No college counselors
Referral to Alternate Campuses	Yes	Yes	Yes	Yes

Figure 4A
Ethnic Distribution
Spring and Fall 1978 - 1988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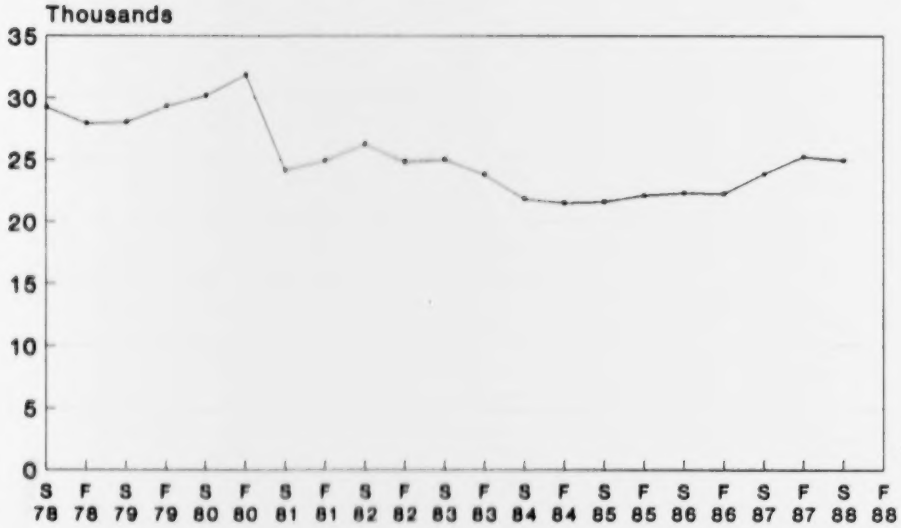
Black
Hispanic
Asian
Other

Figure 4B
Caucasian Enrollment
Spring and Fall 1978 - 1988



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Appendix II:

Enrollment Procedures Survey

Appendix III:

Individual Campus Enrollment Procedures

Growth and the Enrollment Process

Background

On September 15, 1988, the Board of Trustees reported that they had received reports about long lines and delays at Mesa College during registration. The Board also noted that overall District enrollment had increased. Coupling the reports of enrollment delays on one hand, with increasing District enrollment on the other, the Board requested that a report be prepared that detailed the sources of increasing student enrollment and described the enrollment process at each campus.

Fall, 1988 Enrollment in Context. Although increases in enrollment are not a new phenomena, neither are they consistent from year to year. While the census data in Figure 1 (see Appendix I of this report), and the opening day enrollment data in Figure 2, generally point to upward trends in enrollment, the rate of this trend fluctuates from semester to semester and year to year. As shown in Figures 2b-f (Appendix I) when examined by campus for the last nine semesters, steady increases in opening day enrollment are not always evident. At each campus, minimal enrollment change or decreases from year to year are not an uncommon occurrence. Although the recent opening day enrollment growth indicated by the Board at the September meeting is significant (see Figures 3a-c), when compared with opening day trends over the last nine semesters, it is not extraordinary. For example, the opening day enrollment increase between the Fall, 1986 and the Fall, 1987 semester is approximately 6,600 while the opening day increase between the Fall, 1987 and 1988 semester is approximately 3,600 (Figure 2). Growth continues, and according to recent Fall, 1988 SDCCD census information, has reached approximately 46,300 students, surpassing the previous high of approximately 45,300 in Fall, 1980. However the data presented in Figures 1, 2, and 2a-d suggest that while growth will probably continue, the rate of growth may decrease and possibly stabilize in the near future at some campuses, while expanding at others. If we are to learn from the past, continued and careful monitoring of these enrollment trends within the SDCCD and such external variables as high school enrollments or regional growth is vital to ensuring that the SDCCD is able to recruit, plan for, and accommodate new and continuing students of diverse backgrounds.

Enrollment Growth and the SDCCD Registration Process

It could be argued that if enrollment growth continues, particularly of the "non-continuing" or first time students participating in "on-campus" registration that the problems of delays and long lines will continue or possibly worsen. These delays during the registration process may directly impact and reflect on the SDCCD's ability to respond to growth and meet the needs of an increasingly diverse student population.

Registration Delays in Context

These recent concerns over delays during the enrollment or registration process are not unprecedented. Over the years, concerns about delays and long lines during registration have been voiced by students, faculty, and administration. Efforts, both district-wide, and campus-specific, have been made to alleviate delays and generally improve the registration process. The campuses report (see Appendix III of this report; Individual Campus Enrollment Procedures) that long lines and delays have in fact decreased as a result of various improvements in the registration process, particularly since the introduction of mail-in

registration for continuing students. For example, Mesa College, one of the two campuses where registration delays are still considered a problem by campus admissions officers, the average "wait" in the enrollment line during the busiest times is approximately one to two hours compared to approximately a four to six hour wait in past semesters. It could be expected that, as more students use the mail-in registration, and with continued efforts to streamline walk-through registration, that delays would decrease further. The issue may eventually become that of determining an "acceptable" versus "unacceptable" time needed to complete walk-through registration, given the "external" factors which impede it, such as skill prerequisites and placement testing, and the limited resources that can be applied to the problem. It is not the intent of this report to answer this question, but rather to describe the registration process in detail in order to better understand how the process is affected by external factors. The district-wide process is described beginning on page 11 in this report, and in Appendix III for individual campuses.

Sources of Growth

The issue of determining why enrollment is increasing is complex. There are innumerable reasons why a student may choose to enroll, or stay in the SDCCD. Many of these "micro" decisions resist cursory investigation and until sustained efforts are made to flesh them out, they remain unknown. This report approaches this question from a "macro" perspective; attempting to identify potential sources of increasing enrollment in four general areas: these are; student demographic data, enrollment data, the "impacted" (over-enrolled) status of San Diego State University (SDSU), and recent SDCCD efforts in recruitment and marketing which may have attracted new students.

Student Characteristics

The purpose of these descriptions is to better understand some potential sources of increased student enrollment and to examine if enrollment growth has changed the overall profile of the SDCCD student population.

Impacted Status and Admissions Policies of SDSU

The admission policies and impacted status of SDSU is generally believed to affect enrollment growth in the SDCCD. Therefore, summary information regarding the admissions policies and impacted status of SDSU for Fall, 1988 are presented and discussed. There are some limited data on the number of SDCCD students who are concurrently enrolled in a four-year institution These data indicate that of the total opening day enrollment of approximately 39,000, approximately 1,700 report concurrent enrollment. However, this information does not indicate where the student is concurrently enrolled, and has only been collected for the Fall, 1988 semester. Thus, this information is presented primarily for inferential purposes.

Recruitment, Marketing, and Outreach

Recent SDCCD efforts to inform and encourage students to enroll in the SDCCD are described and summarized. Although the efficacy of these efforts in increasing student enrollment have not been directly determined, they are presented here for inferential purposes.

Limitations of this Report

The factors mentioned above do not purport to represent an exhaustive list of the salient variables which may cause students to newly enroll or remain with the SDCCD. There are a multitude of external variables which may affect enrollment such as, general population growth, age cohorts, availability of public transportation, housing costs, fee increases, traffic problems, changing employment markets, regional plant closings and the need for retraining, etc. In short, a report beyond the breadth and scope of the present one would be required to more fully answer this question. The factors cited above are included primarily because of the availability of these data on the SDCCD database and our ability to access data from various sources including SDSU, San Diego Association of Governments (SANDAG), Private Industry Council, Regional Employment and Training Consortium (PIC-RETC), and the San Diego Unified School District.

Student Characteristics, Fall, 1987 and 1988

Gender. Opening day enrollment data for the Fall, 1987 and Fall 1988 semesters are presented in Table 1 (see Appendix I). Although absolute numbers of both males and females have increased at City, Mesa, and Miramar Colleges, except for a small increase in the proportion of female students at City College, there are minimal differences overall in the proportion of males and females enrolling at each campus during Fall, 1987 and Fall, 1988.

Ethnicity. As with gender, little or no difference exists in the proportion of ethnic backgrounds reported for each campus for the two comparison semesters (Table 2; see Appendix I). Although increases in absolute numbers are shown, these increases have been fairly uniform, with little or no evidence of disproportionate increases in one or more of the ethnic groups. The trends indicated in Figures 4a-b, (see Appendix I) indicate that the proportional representation among ethnic groups has not changed significantly during the last several semesters. Differences in ethnic distribution among the three campuses can be noted, however the data in Table 2 suggest that increasing enrollment has not substantially altered this distribution for the two comparison semesters.

Age. Student age distributions are presented in Table 3 (see Appendix I) for each campus. Overall, enrollment has increased in each age category presented, however these increases have not affected the overall distribution of age categories reported.

Total Demographic Profile. Student demographic data for the entire SDCCD are presented in Table 4 for the two comparison semesters. As the campus data presented above indicated, while enrollment has increased significantly, these data do not illuminate the source of this increased enrollment. Absolute numbers have increased in all gender, ethnicity, and age categories presented, however the relative proportions within each of these categories have changed minimally.

Demographic Summary. The demographic data presented in Tables 1-4 indicate that while overall enrollment has increased from Fall, 1987 to Fall, 1988, the increased enrollment has not significantly changed the demographic profile of the student population either by campus or for the entire SDCCD. Thus, in attempting to identify the source(s) of increased enrollment for this time period, these demographic data suggest that increases have been fairly uniform across all categories presented, without a disproportionate increase or decrease in any category that might suggest emerging demographic trends. However, as noted, the comparison data presented in Tables 1-4 are only for the Fall, 1987 and Fall 1988 semesters. Further

analysis over a longer time period would need to be conducted in order to judge the reliability of these findings.

Enrollment Status

Enrollment status refers to categories a student is placed in based on certain determined factors. These categories are:

1. **New, or First-Time** entering college students.

2. **Transfer.** The student has attended a college other than the SDCCD.

3. **Returning Transfer.** The student has previously attended the SDCCD, transferred to another college, and is now re-entering the SDCCD.

4. **Returning.** The student has not enrolled in the SDCCD during the past two semesters and attended no college since attending the SDCCD.

5. **Continuing.** The student has been continuously enrolled in the SDCCD, and has not missed more than two consecutive semesters of enrollment.

Definition and examination of these categories is important to understanding the source(s) of increased enrollment because of the relative contribution each category may make to the overall student profile. Examination of these data, particularly in light of increasing enrollment over the last several semesters, may assist in determining why enrollment numbers fluctuate.

Inspection of the Fall, 1985 through Fall, 1988 census data for enrollment status by campus (Tables 5-7; and Figures 5a. 5b & 5c) suggests that one reason for enrollment growth may be that an increasing percentage of students are "Continuing" or staying longer before transferring, completing their degree or certificate, or otherwise leaving. For the four semesters under comparison, the percentage of students in the First-Time, Transfer, Returning Transfer, and Returning categories dropped or remained approximately the same while the percentage of Continuing students increased at all campuses. Overall enrollment in absolute numbers has generally increased for all enrollment status categories, the percent of students within each category, except for Continuing students, has declined or remained static. This trend may be a strong contributor to recent increases in enrollment.

Implications

These data have significant implications for SDCCD planning purposes.

Ethnic Representation. Ethnic distribution data indicate that the proportion of students from all ethnic backgrounds has changed little over the last several semesters. Efforts should be continued to increase the proportion of underrepresented groups in the SDCCD student population.

SDSU. Although not directly known, it is conceivable that a portion of the increase in the percent of continuing students may be due to recent SDSU requirements regarding eligibility for transfer. The impacted status of SDSU (also discussed in this report) has resulted in a transfer policy requiring the applicant to have completed at least 56 transferrable semester units before being considered for admission to the university. A large number of SDCCD students eventually transfer to SDSU as suggested by the data in Table 8.

Table 8
Fall, 1988 Transfer Enrollments at SDSU*

College	Applied	Enrolled
Cuyamaca	166	108
Grossmont	1134	662
Imperial Valley	126	81
MiraCosta	189	135
Palomar	612	413
SDCCD	2009	1173
Southwestern	590	391

* **Source: SDSU Admissions and Records**

Continued implementation of this policy may contribute to the increases in the proportion of continuing students in the SDCCD.

New Student Enrollment. As noted earlier, New, Returning, Transfer, and Returning Transfer student enrollment, as a percent of the total student population, has been declining over the last three years. It is possible that as the Continuing student population completes their requirements and exits the SDCCD, enrollment growth may begin to stabilize. Also, recent preliminary trends statewide suggest that increasing numbers of entering college freshmen are choosing to enroll directly in a four-year institution rather than attend a community college for lower division requirements. As the San Marcos campus of San Diego State University develops into a full, autonomous campus, larger numbers of new, or first-time college students may elect to enroll there as freshmen. Plans are also being developed to expand the classroom facilities at SDSU to accommodate more students. These expansions, once realized, may have the effect of diverting some number of potential SDCCD new students directly into the CSU system. However, as discussed below, other demographic factors may contribute to continued growth in the new student population, particularly in the "North City" region of San Diego.

Enrollment Growth: Trends and Implications for the SDCCD

Continued Growth. Data compiled from the San Diego Association of Governments (SANDAG) and the California Department of Finance indicate that San Diego County will continue to grow at a faster rate than the state as a whole (see Appendix I, Figure 6). In addition, the primary SDCCD service area population is projected to increase by approximately 146,000 during the 1988-95 period (see Appendix I, Figure 7). This will represent approximately one-third of the county's projected total growth of 418,000. These data have particular

significance for Miramar and Mesa Colleges because growth within the SDCCD area will be concentrated in the North City area (see Appendix I; Figure 8).

K-12 Enrollment. According to the San Diego Unified School District, enrollment growth is projected to be moderate through the year 2000 (see Appendix I; Figure 9). Elementary school enrollments will show the most rapid growth through 1995, with the preponderance of high school enrollments in the North City area (see Appendix I; Figure 10). These forecasts of high school enrollment growth predominantly in the North City area suggest that Mesa and Miramar Colleges may continue to experience some growth, although the rate of growth at these campuses cannot as yet be determined.

Summary

As can be seen from the above discussion, the issue of defining and understanding the "source" of new student enrollment is intricate. While some data suggest the possibility of a stabilizing of enrollment growth in the short-run, other county and city demographic data for population growth and school enrollments suggest continued growth at Mesa and Miramar Colleges. It seems reasonable to infer that if the SDCCD can continue to attract students in the educational marketplace with an academically challenging program that prepares them for further study or for future employment, and has sufficient facilities to serve these students, that growth will continue.

Observations

From these findings, the following observations are made:

1. Cooperation and shared resources among campuses is essential.

2. Projected growth of SDCCD service area suggests a need for expansion and improvement of college facilities.

3. Continued and careful monitoring of these enrollment trends within the SDCCD and external variables such as high school enrollments or regional growth is vital to ensure that the SDCCD is able to plan for, recruit, and accommodate new and continuing students of diverse backgrounds.

4. Planning should be integrated into all SDCCD activities when feasible.

5. Continued redirection by the colleges to alternate colleges when classroom space becomes unavailable.

Recruitment and Marketing

Although not directly measurable within the scope of this report, it seems reasonable to infer that some portion of the increase in student enrollment may be attributed to ongoing efforts conducted by the District in marketing and outreach. This section of the report will briefly summarize recent District student outreach conducted districtwide and for individual campuses.

Communications Services

In the Summer of 1986, the SDCCD Communications Services Department was changed from a public relations operation to a full-service department with marketing, advertising, and student recruitment responsibilities. The Board of Trustees allocated funds designed to increase the District's share of target markets and to enhance the image of City College, ECC, Mesa and Miramar Colleges within the community. Since 1988 Communications Services activities with respect to recruitment include[1]:

1. Design, preparation and mailing of all class schedules.
2. Radio commercials.
3. Television public service announcements.
4. Classified and display newspaper advertisements.
5. Preparation of brochures and other informative materials regarding careers and various programs offered such as the Honors Program.
6. Mailing of an application packet to the parents of all graduating high school seniors.
7. Other miscellaneous activities such as preparing banners, promotional plastic bags, post cards and bookmarks.

Recruitment efforts were particularly focused on a direct mail program. In addition to coded admission applications, other recruitment materials were mailed to businesses, high schools, and alumni.

Radio ads were produced in both English and Spanish and broadcast over selected local stations to ensure that the targeted audience would be reached. The ads were directed at individuals who may have been considering professional improvement or returning to school.

A new District recruitment video was televised via Public Service Announcements (PSA's) on local cable networks. In addition, this video was also made available to local high school counseling offices.

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[1](For a more complete description of marketing and student recruitment activities, please refer to SDCCD Communications Services Three-Year Marketing Report, 1986-1989. (SDCCD July 1988, SDCCD Communications Services).

Application packets are mailed to parents of high school seniors rather than directly to the students themselves. This procedure may have increased interest in enrolling in the District by both parents and students.

Some changes in District policy may also have had an effect on student recruitment and enrollment. For example, District policy allows students who miss one semester to enroll without completing a new application. These students are mailed a registration packet without having to re-apply for admission.

In summary, during the last three years the District has made sustained efforts to inform the community of SDCCD offerings and make the District an attractive alternative. These marketing and outreach efforts summarized here are presented primarily for informational purposes, the actual effects these efforts may have had on Fall, 1988 enrollment are unknown.

San Diego State University

It has been suggested that student enrollment in the SDCCD, particularly for those students with less than 56 semester units, is greatly affected by the impacted status (i.e., availability of classes) and fee schedules at local four-year institutions, particularly SDSU. Thus, data regarding the impacted status at SDSU for Fall, 1988 will be presented and briefly discussed. Some data are also available for the number of students who are enrolled concurrently in the SDCCD and four-year institutions.

Method

Personal and telephone interviews were conducted with the director of the SDSU Academic Advising center, the director of the SDSU Institutional Research office, and the SDCCD Information Officer for Mesa College. The interview with the advising center director focused on the advising center's policy and practice for referring SDSU students to enroll in district courses. The interview with the SDSU Office of Research focused on enrollment trends, impacted status, and transfer policy of the university. The purpose of the interview with the District information officer was to document some of the efforts in informing SDSU students of Mesa College through the delivery of catalogs, class schedules, course equivalency lists for transfer, and advertising. The results of these interviews, particularly as they potentially impact on District enrollment are discussed below.

Class Availability

New student applications and enrollment at SDSU continue to grow. For example, new student applications for Fall, 1983 enrollment numbered approximately 22,000. For the Fall, 1988 semester, this number increased to approximately 28,500. In the next two years, SDSU expects the number of Fall enrollment applications to exceed 30,000. This continued increase has led the university admissions office to institute policies designed to drastically limit the number of new student enrollees. These policies include earlier enrollment deadlines for both Spring and Fall applications, redirection of students to alternate campuses, and not accepting any transfer student who has completed less than 56 semester units. In addition, certain departments which have officially been declared impacted (e.g. Business Administration, Computer Science, Engineering, Telecommunications and Film, Nursing, and Journalism) have adopted more

stringent policies to regulate the "flow" of students into these departments. Students wishing to enroll in these departments typically face more rigorous admissions requirements, additional course and skill level prerequisites, and earlier application submission dates.

SDSU Redirection Efforts

It is the policy of the SDSU Academic Advising Center to actively encourage students to enroll in community college courses when they are unable to enroll in required lower-division courses at SDSU due to scheduling or lack of space. Recommendations as to which community college a student should attend is based upon the class needed, class transferability to SDSU, academic calendar of the community college, and the proximity of the student to the selected college, whether in this District or another. Although these criteria could apply to the other colleges within the SDCCD, counselors at the Advising Center report that students "most frequently" choose Mesa or Grossmont Colleges.

SDSU academic counselors recommend to students that they enroll in equivalent SDCCD courses as a "back-up" strategy in the likely event that the class they need at SDSU is unavailable. This is particularly true for the SDSU student who has completed more than 20 but less than 60 semester units and is thus assigned the lowest enrollment priority. The Director of the Advising Center reports that many students, particularly sophomores, are concurrently enrolled in both District courses and SDSU courses. He also reported that lower-division course articulation efforts between the District and SDSU, and the lower cost of enrolling in District courses provides an attractive and sanctioned alternative for students choosing to complete some or all of their lower division course requirements through the District. Counselors at the advising center seem confident that, in the majority of cases, students opting to complete their lower division course requirements through the SDCCD are adequately prepared to undertake upper division courses offered at SDSU. This redirection effort is facilitated by the availability of District class schedules, catalogs, and a chart listing SDSU course titles and numbers and equivalent courses offered within the District by campus. A supply of these materials are maintained by District Information Officers at the Advising Center and at other locations on or near SDSU.

Recruitment Efforts

A strong and sustained effort to inform students of District course offerings and availability has been ongoing at SDSU for the last several years. Efforts to inform students of District course offerings and availability have taken the form of:

1. Availability of class schedules and catalogs at the main SDSU Advising Center and other locations on, or near, the campus

2. Advertising District course offerings, schedules, Mesa Accelerated Curriculum (MAC) courses, and course equivalencies in the campus newspaper, The Daily Aztec, throughout the school year with particular emphasis during the two-week period between the SDSU and District academic "start-up" dates.

SDSU Summary

All persons interviewed believe that new student enrollment in the District, particularly for Mesa College, is strongly affected by the availability and scheduling of classes, fee schedules, departmental admissions requirements, and District recruitment efforts at SDSU. In addition, a recently enacted policy prohibits students with less than 56 semester units from transferring to SDSU. This may have the effect of compelling students to enroll in the SDCCD for a longer period before transferring. Although this may be accurate, the information presented here has primary use for hypothesis generation, and is of limited value in attempting to precisely determine the source of increasing enrollment in the District.

The Enrollment Process

Background

Concerns over long lines and delays in the enrollment process are not new. Efforts to decrease lines and improve the enrollment process have been on-going. The campuses report that although still existing, lines and delays have in fact decreased as a result of various improvements in the process, as well as changes in the processing of enrollment. For example, mail-in registration was implemented Spring 1986 for continuing students. As a result, approximately 40% of the students enrolled by mail during Fall 1988, reducing lines and enabling the staff to better allocate limited staff and equipment resources. Other examples of efforts to improve enrollment include: the Class List Update Report which is a listing of added, cancelled and closed classes that appear on TV monitors in and/or near the enrollment centers. The campuses have also made improvements in reducing long lines and student frustration. Mesa College for example has separated the schedule adjustment process from enrollment. In the past, students could enroll as well as make a change in their schedule all in one line. Mesa College found that designating specific "windows" for schedule adjustments has reduced lines and improved the process. In addition, they have staff "working the lines" to assist students by answering questions and assisting in the proper completion of forms. This has eliminated much frustration on the part of students in order to make students more comfortable. City College provides games and activities for young children during enrollment and videos for students to watch while waiting in line.

While changes have been made to expedite enrollment, two main factors have impaired the District's ability to respond quickly: prerequisites and assessment. Recent changes to Title 5 have resulted in mandatory assessment of students in English and Math, as well as the addition of prerequisite skill levels to the majority of courses in the curriculum. As a result, student eligibility for courses must be verified prior to enrollment confirmation.

In order to understand how the enrollment process is affected by "outside" factors, the process will be described in-depth. Although enrollment varies by campus, the variations are minor and will be noted only as appropriate (see Appendix I, Table 9). For a detailed description of the enrollment process for each campus, please refer to Appendix III: Individual Campus Enrollment Procedures.

COLLEGE ADMISSIONS/ENROLLMENT PROCEDURES
CITY, MESA, MIRAMAR & ECC

The following information is a summary of the application/enrollment process that a new student may experience. Furthermore, the "enrollment process" will include the Continuing student who elects not to utilize the mail-in process.

APPLICATIONS:

1. Admissions Office - pick up and fill out an application form

2. Application Clerk - student submits application to application clerk for review and processing

   A. Residency Clerk - referred to residency clerk if there are any questions regarding residency on the application form

   B. Financial Aid Office - referred to the financial aid office if student indicates that they are interested in obtaining financial aid

   C. Counseling Office - in the event the student has transcripts from another institution, they are sent to the counseling office for review of their prerequisite classes prior to enrolling

   D. Students under the age of 18 - are required to submit a form signed by their parent and high school counselor, in order to obtain high school credit, or show proof of high school graduation by submitting a High School Certificate of Proficiency

3. Two separate appointments are scheduled:

   A. Assessment Testing and Orientation - must be complete prior to enrollment date if students wish to enroll in courses with a Math/English prerequisite

   B. Enrollment Appointment

ENROLLMENT:

1. Enrollment Worksheet - student must complete an enrollment worksheet prior to entering the enrollment center

   A. Information is posted outside of the enrollment center on boards or TV monitors regarding closed classes and schedule changes

2. Enrollment Clerk - reviews worksheet for accuracy, time conflicts, assessment scores, and prerequisites

3. Counselor - verifies enrollment worksheet for student eligibility, (i.e., prerequisites, transcripts or possible waivers), and signs-off worksheet for approval

4. Terminal Operator - student gives enrollment worksheet to the terminal operator who inputs the approved schedule into the computer

5. Fees - once student's schedule is input into computer, fees are automatically assessed and the student pays the terminal operator/cashier

   A. Administrative Holds may be indicated on the accounting screen and the student must first clear these holds prior to completing registration

6. Student Print-Out - A print-out of the student's schedule is issued to the student, stamped "Registered" and dated

Discussion

New Students

All new students must first complete an application for admission. The application can be obtained on campus, or in the class schedule that is mailed to the community. The application can be brought to the campus in-person or mailed in. An application for admission must be on file prior to enrollment.

At the time of application, new students are issued an enrollment appointment as well as an appointment for assessment testing/orientation. In the case of applications that are mailed-in, students are mailed an enrollment appointment and informed to contact the counseling office for an assessment testing/orientation appointment.

All new students are strongly encouraged to take the English and Math assessment tests prior to enrollment. If students wish to enroll in English or Math courses, or courses that have English and Mathematics prerequisites, they are required to take the tests or provide documentation of prior college work (transcripts, diplomas, etc.). Students who attempt to enroll in courses in which they are not qualified, are referred to a counselor for advising. At Mesa and City Colleges, a counselor is stationed in the enrollment center to screen student eligibility prior to enrollment. The Counseling Center at Miramar is located so close to the enrollment center that it is not necessary to be stationed in the Admissions Office.

Continuing Students

All students who are continuing are sent a mail-in registration packet. During the last several semesters the language in the mailer has been gradually strengthened to encourage students to enroll by mail. In fact, Spring 1989, the mailer clearly states that students who cannot enroll by mail can enroll in person during "Late Registration" rather than the term that was previously used "Walk-Through Enrollment." Mail registration is far superior to walk-through enrollment in that limited resources such as staff and computer terminals can be properly allocated, whereas walk-through enrollment is so unpredictable that it is hard to plan. Another factor in favor of mail-in registration is that the colleges can plan for opening additional sections of courses when they see sufficient demands. Consequently,

administration's goal is to have continuing students enroll in-person as an "exception" rather than an "alternative."

All students complete an enrollment worksheet that is input into the Student Information System by a terminal operator. At that time, fees are assessed and collected. A limited number of terminals and space at each campus places restrictions on the capacity of the admissions offices to process enrollment. In addition, the response time of the computer tends to deteriorate due to the "load" during enrollment which also slows the process.

Summary

Concerns over long lines during on-campus registration has been an on-going concern. the advent and increasing use of mail-in registration for continuing students has reduced these delays significantly. Efforts to increase the number of students using the mail-in process are continuing. The new SDCCD computer system is expected to further reduce delays in the process. Additional improvements such as "touch-tone" telephone registration are under consideration. While the enrollment process has been improved, other recently introduced factors such as mandatory assessment of students in English and Math, and the addition of prerequisite skill levels prior to enrollment have acted to impede the process.

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Figure 1

First Census Enrollment Information Spring and Fall 1978-1988

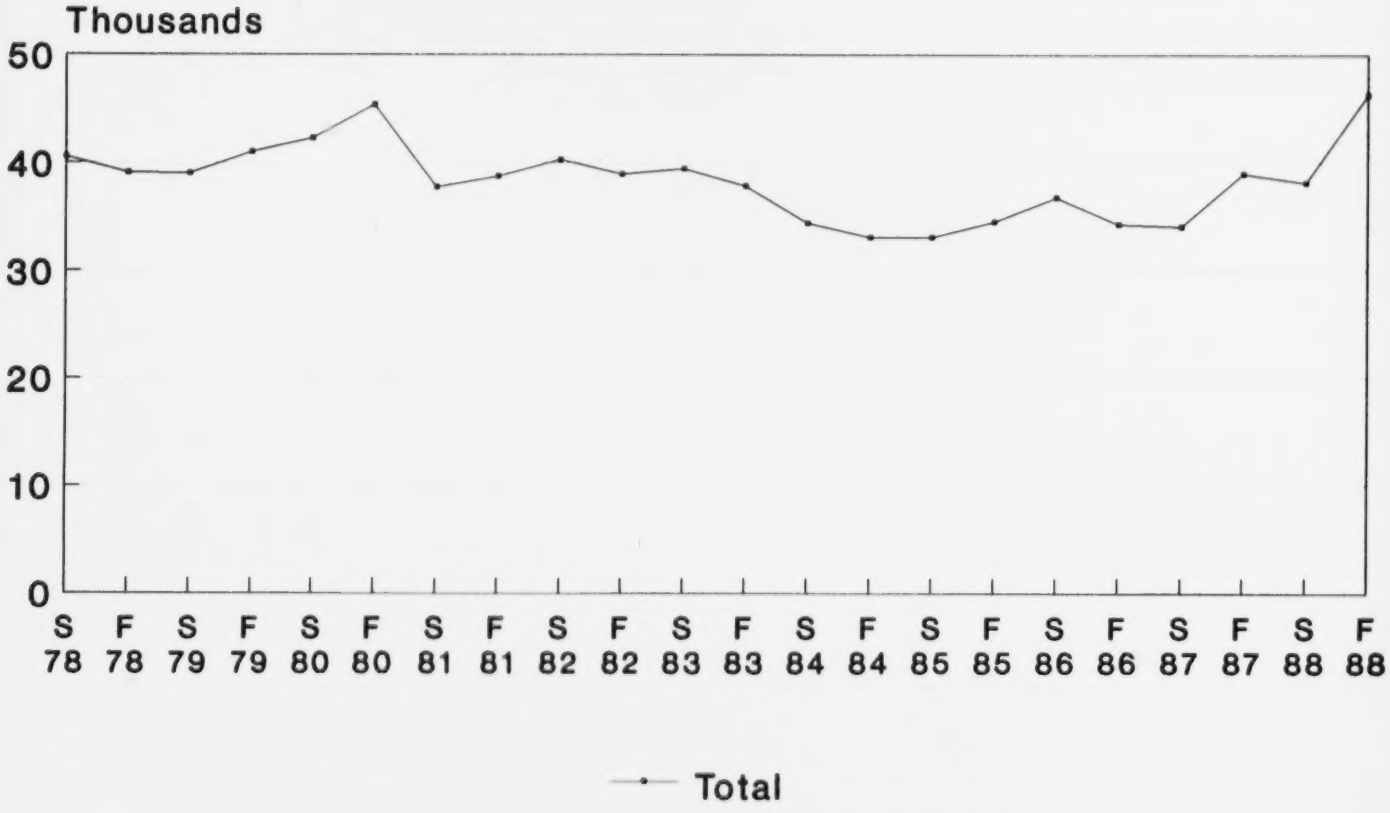


Figure 2

Opening Day Enrollment Totals Fall 1984 to Fall 1988

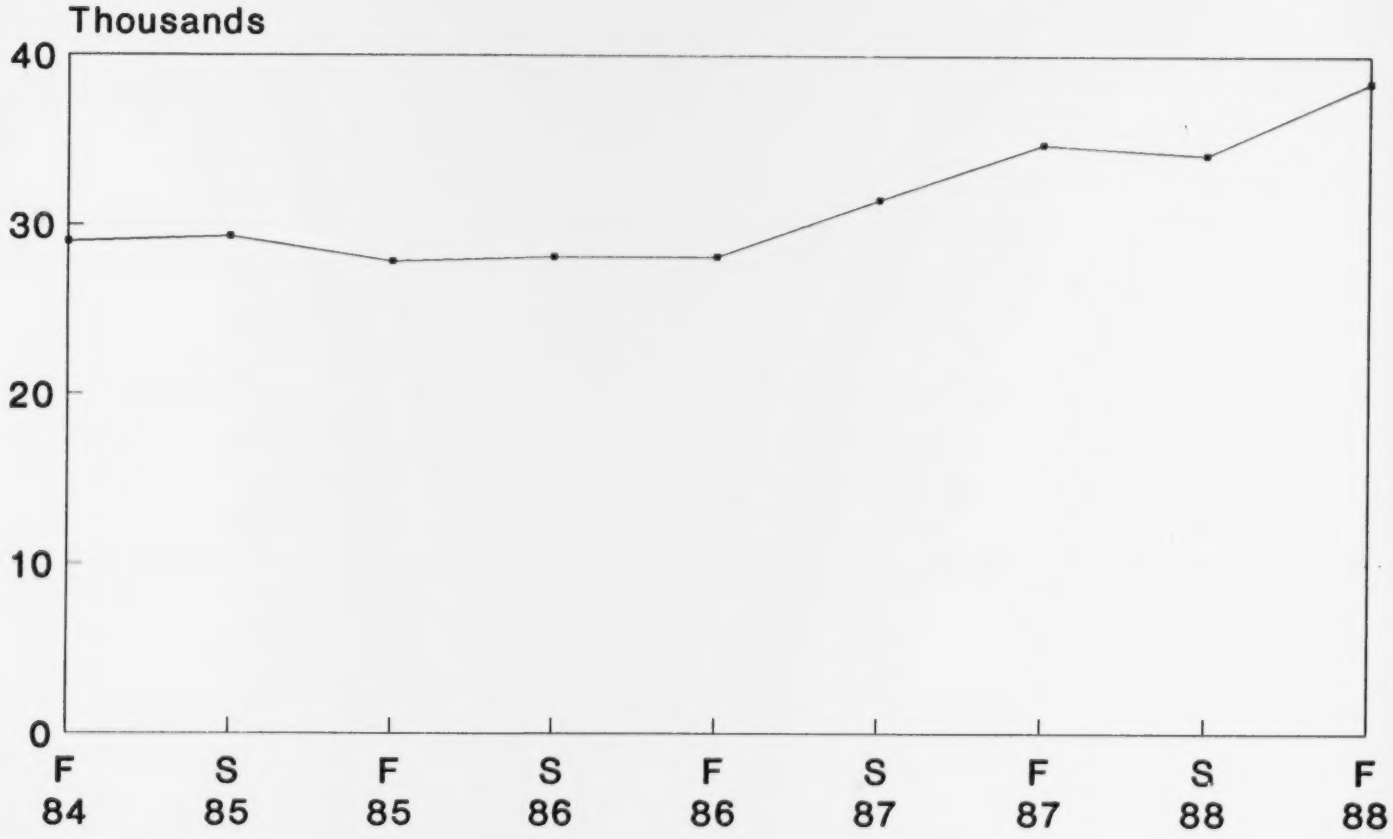


Figure 2A

Opening Day Enrollment by Campus
Fall 1984 - 1988

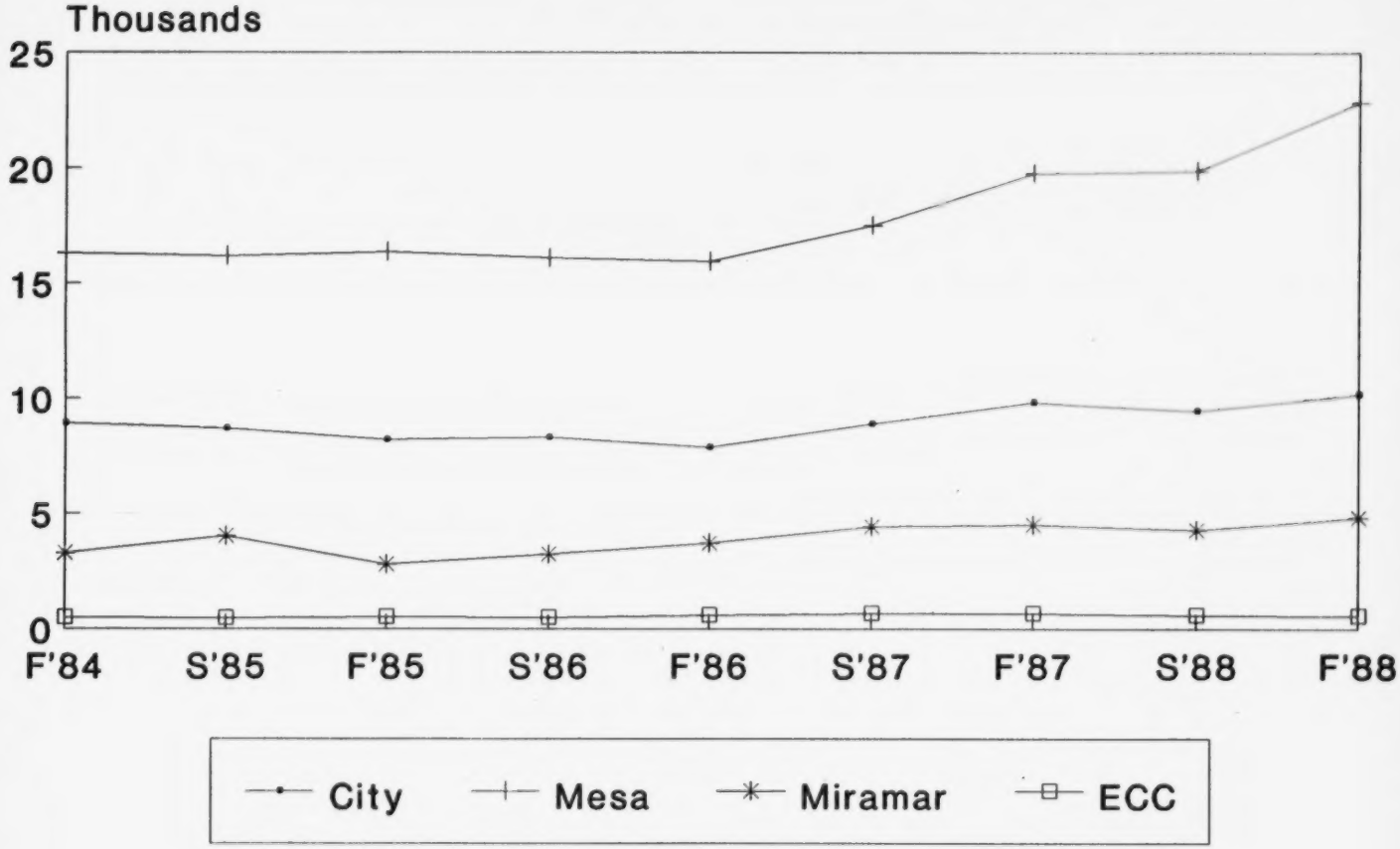
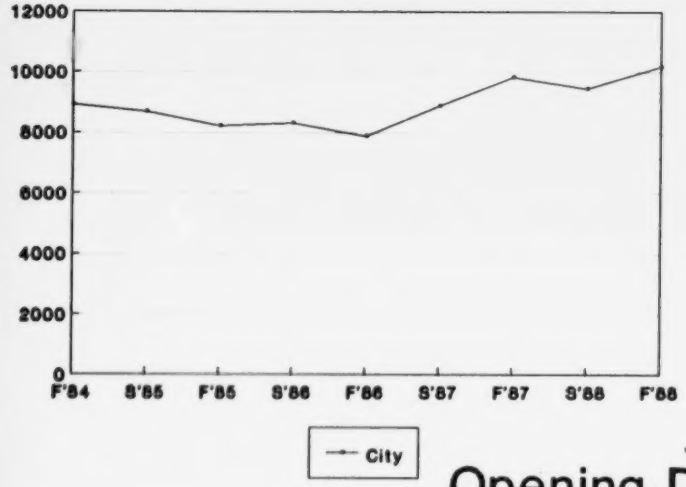


Figure 2B



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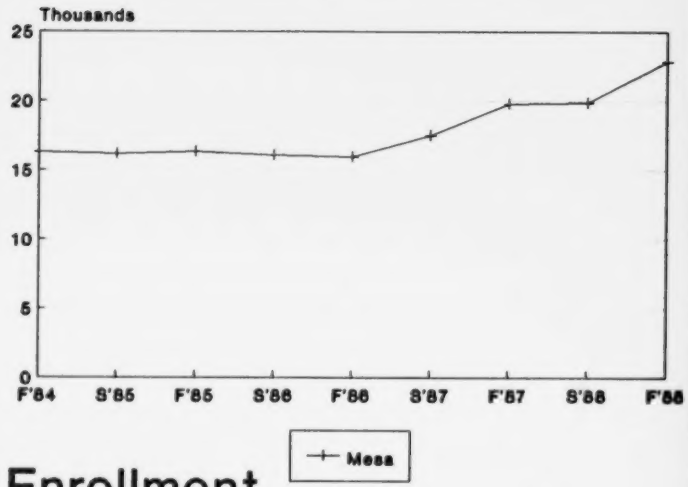


Opening Day Enrollment
Fall 1984 - Fall 1988

Figure 2D

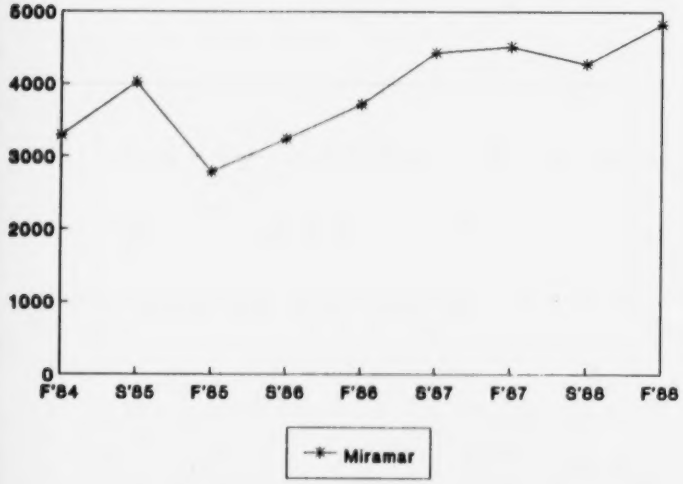


Figure 2E

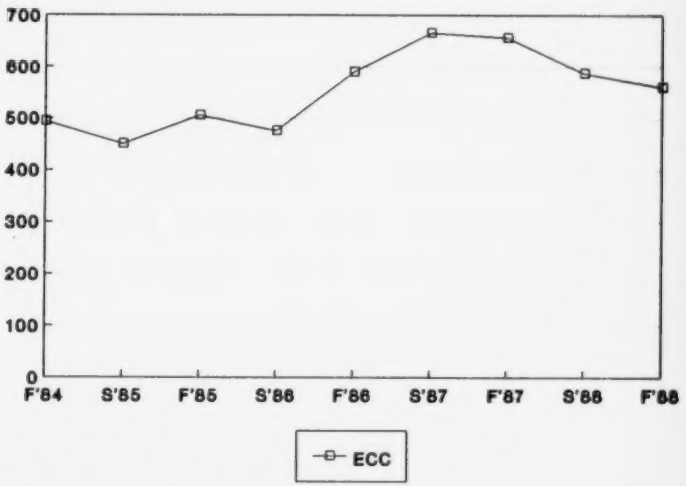


Figure 3A
Fall 1987 and Fall 1988 Opening Day Enrollment Comparisons for City, ECC Mesa, and Miramar

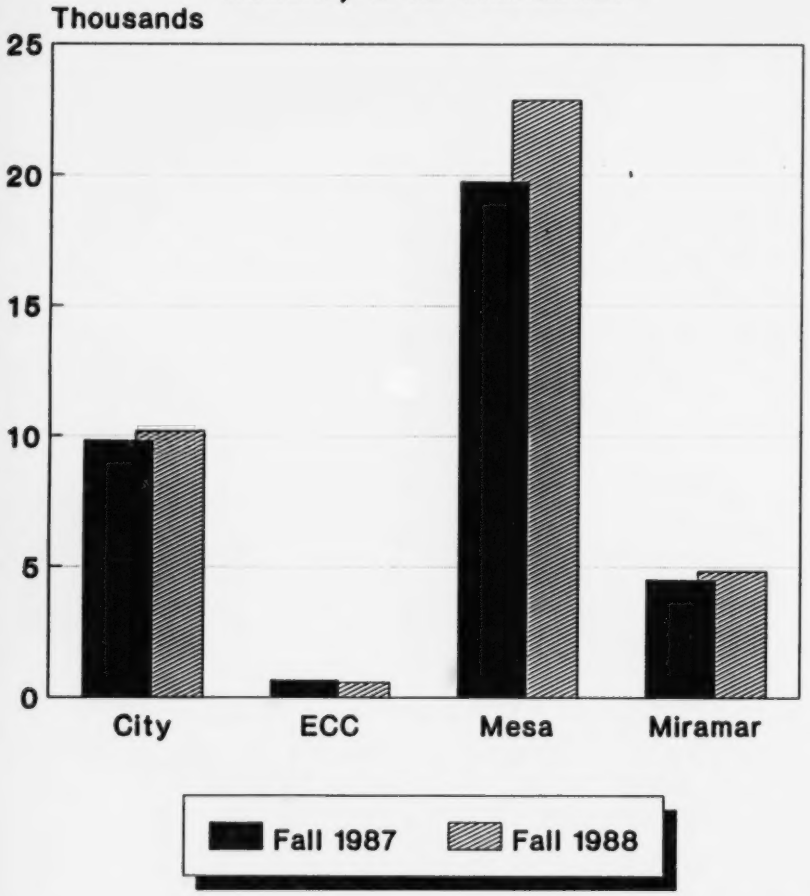


Figure 3B
Change in Enrollment
From Fall 1987 to Fall 1988

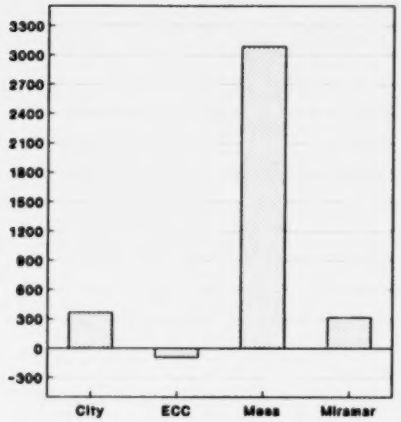


Figure 3C
Percent Change in Enrollment
From Fall 1987 to Fall 1988

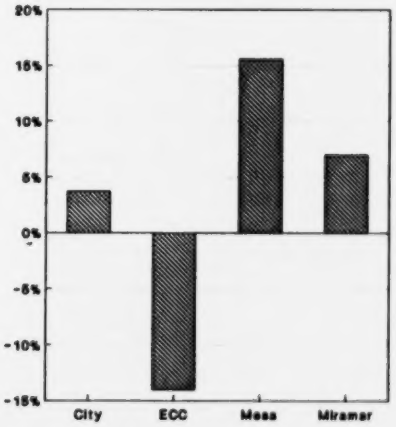


Figure 4A
Ethnic Distribution
Spring and Fall 1978 - 1988

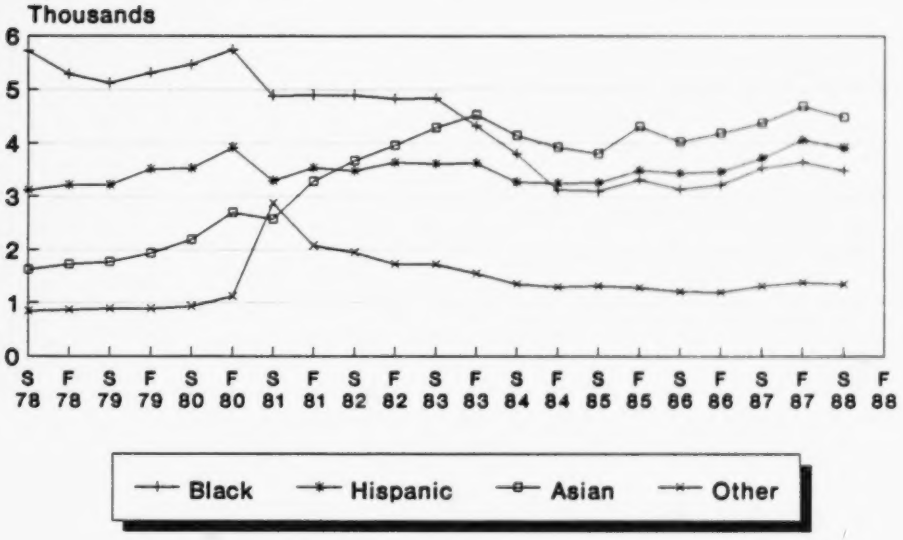

Thousands
6
5
4
3
2
1
0
S F S F S F S F S F S F S F S F S F S F S F S F S F S F S F
78 78 79 79 80 80 81 81 82 82 83 83 84 84 85 85 86 86 87 87 88 88
Black
Hispanic
Asian
Other

Figure 4B
Caucasian Enrollment
Spring and Fall 1978 - 1988

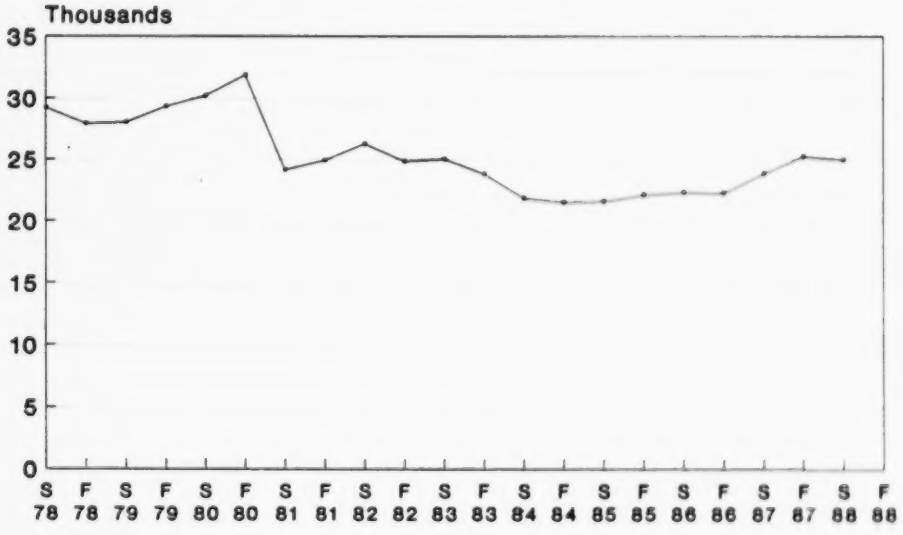


Figure 5A

Enrollment Status
City College 1985-1988

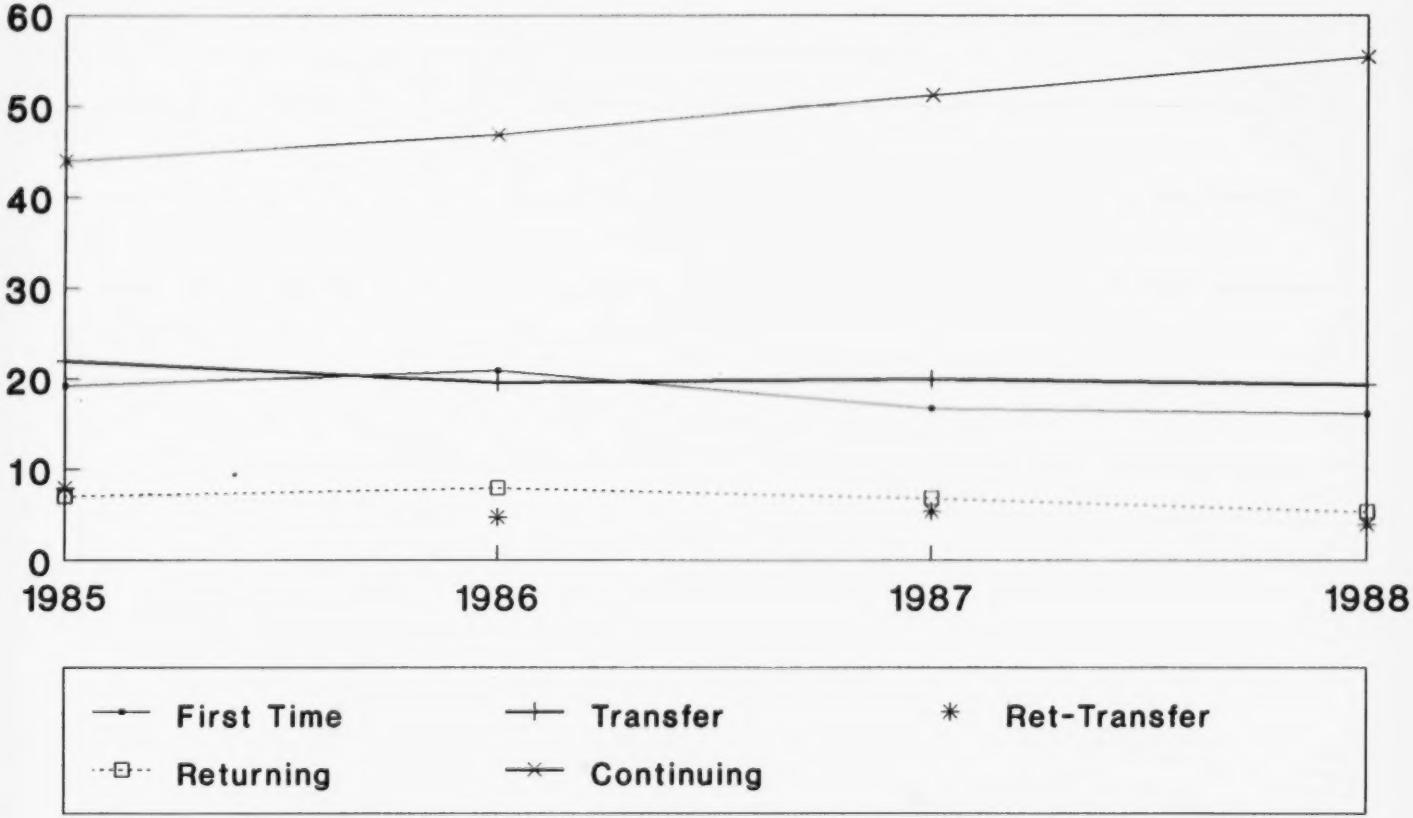


Figure 5B
Enrollment Status
Mesa College 1985-1988

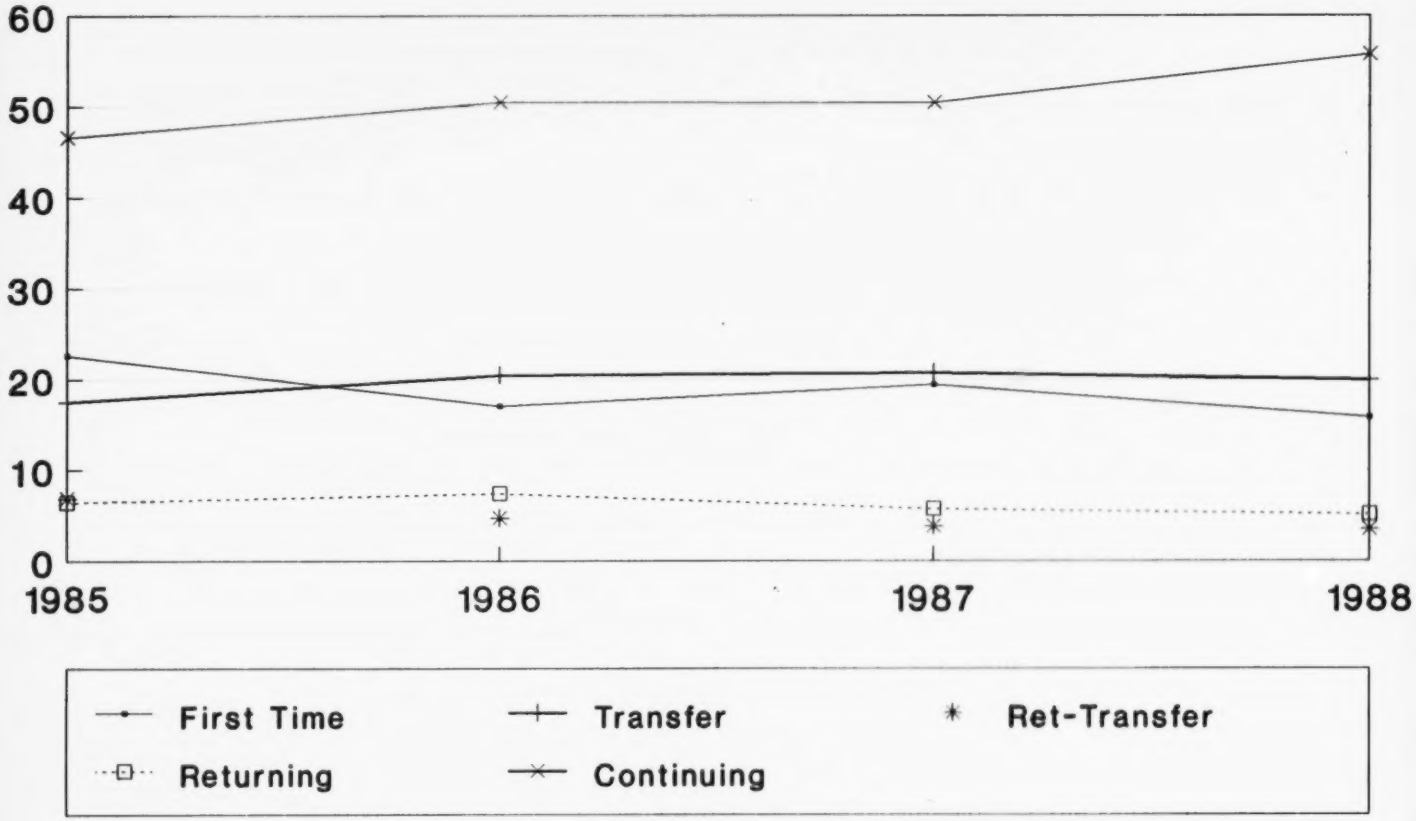


Figure 5C
Enrollment Status
Miramar College 1985-1988

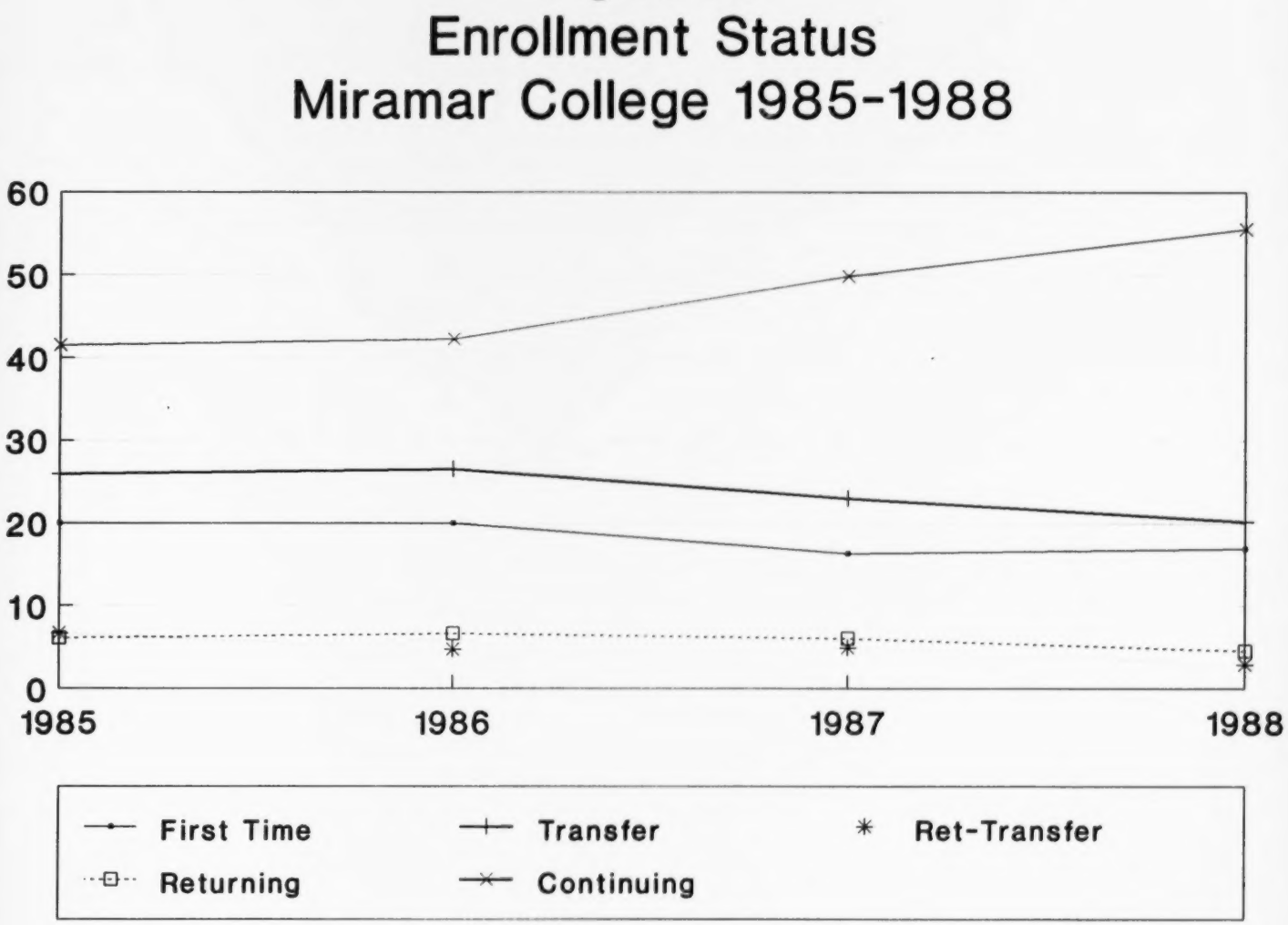
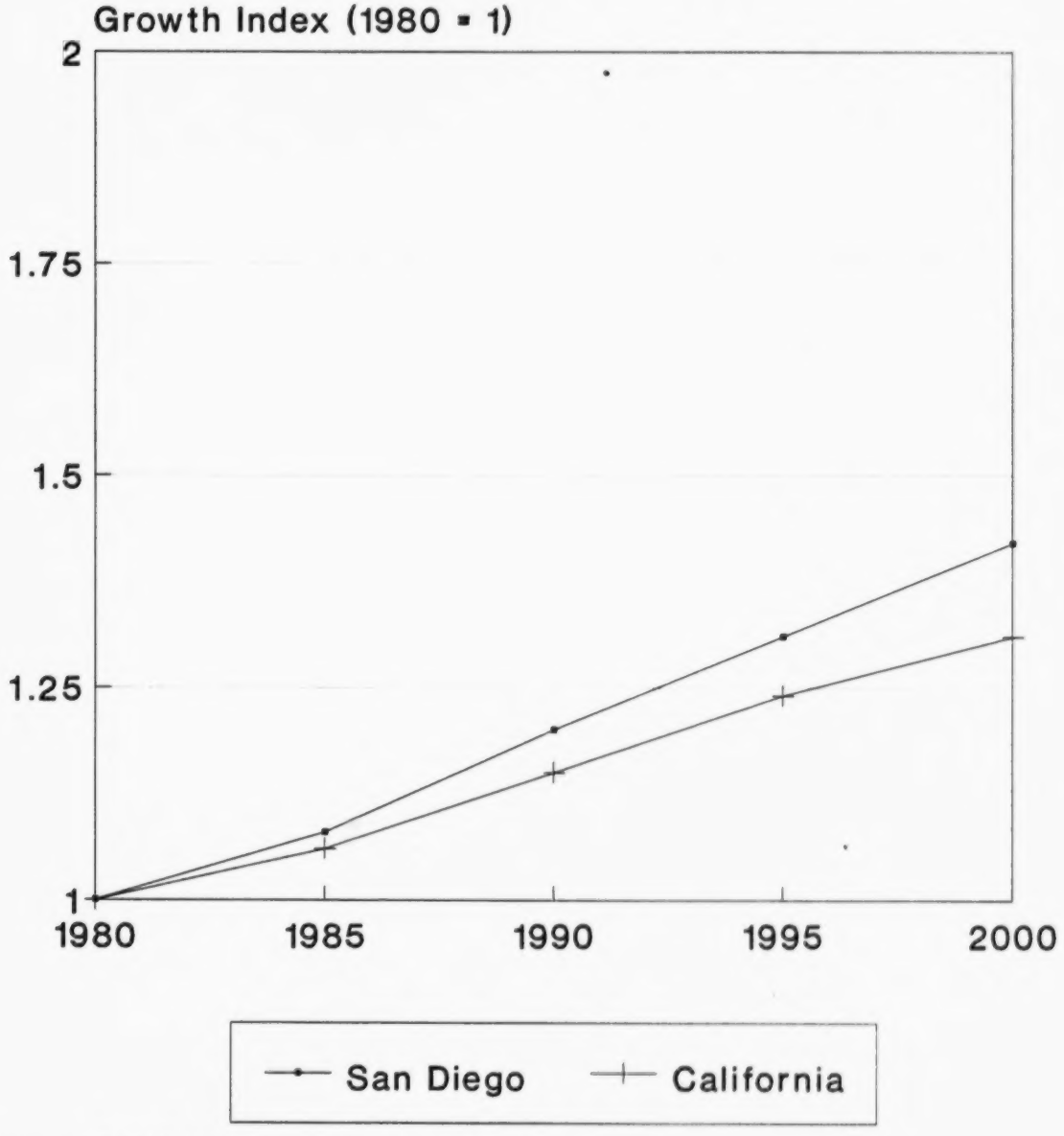


Figure 6

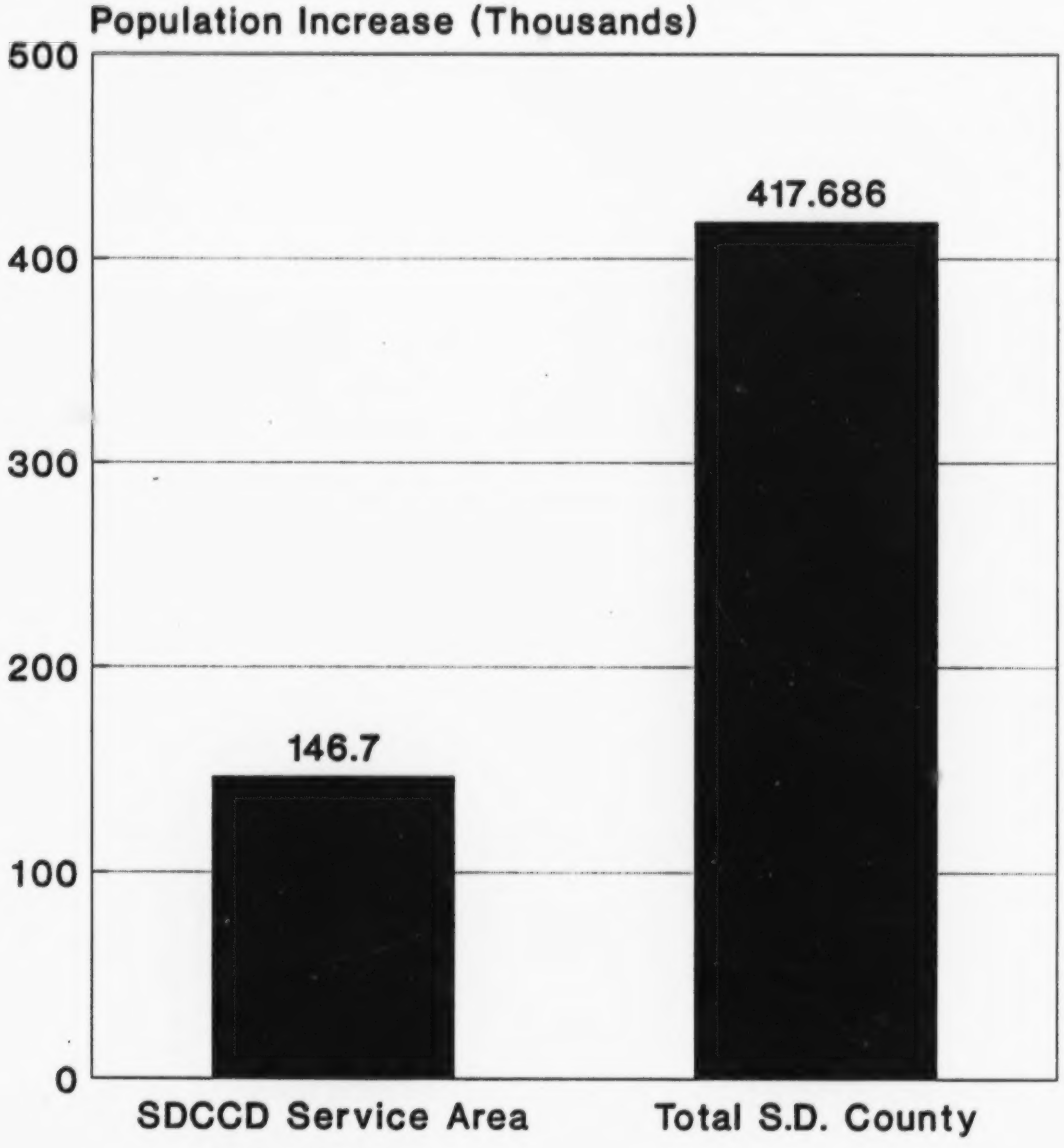
Population Growth Rates: 1980-2000
San Diego County & California



Source: SANDAG & Dept. of Finance

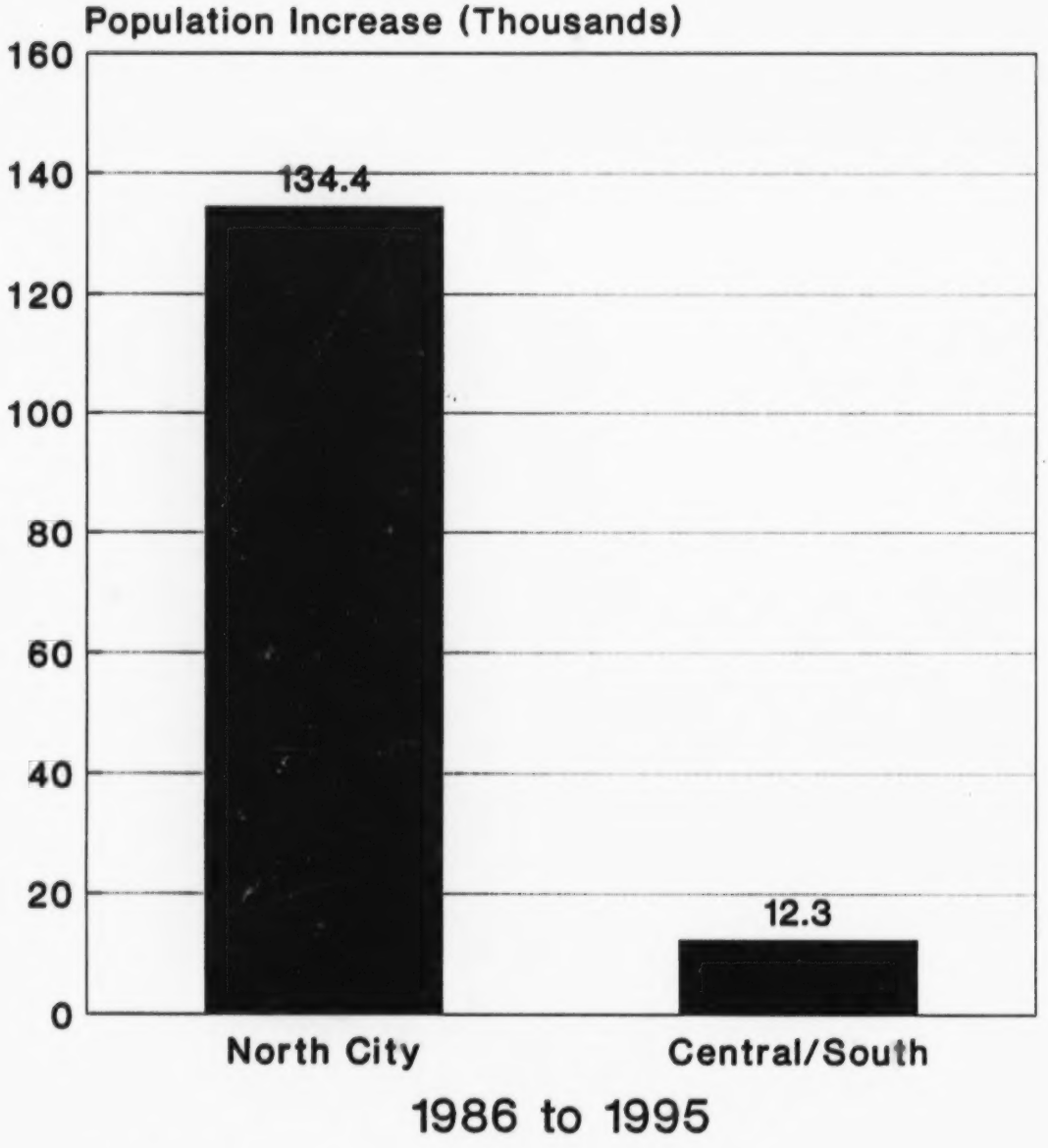
Figure 7

Population Increase: 1986 - 1995
SDCCD Service Area & Total County



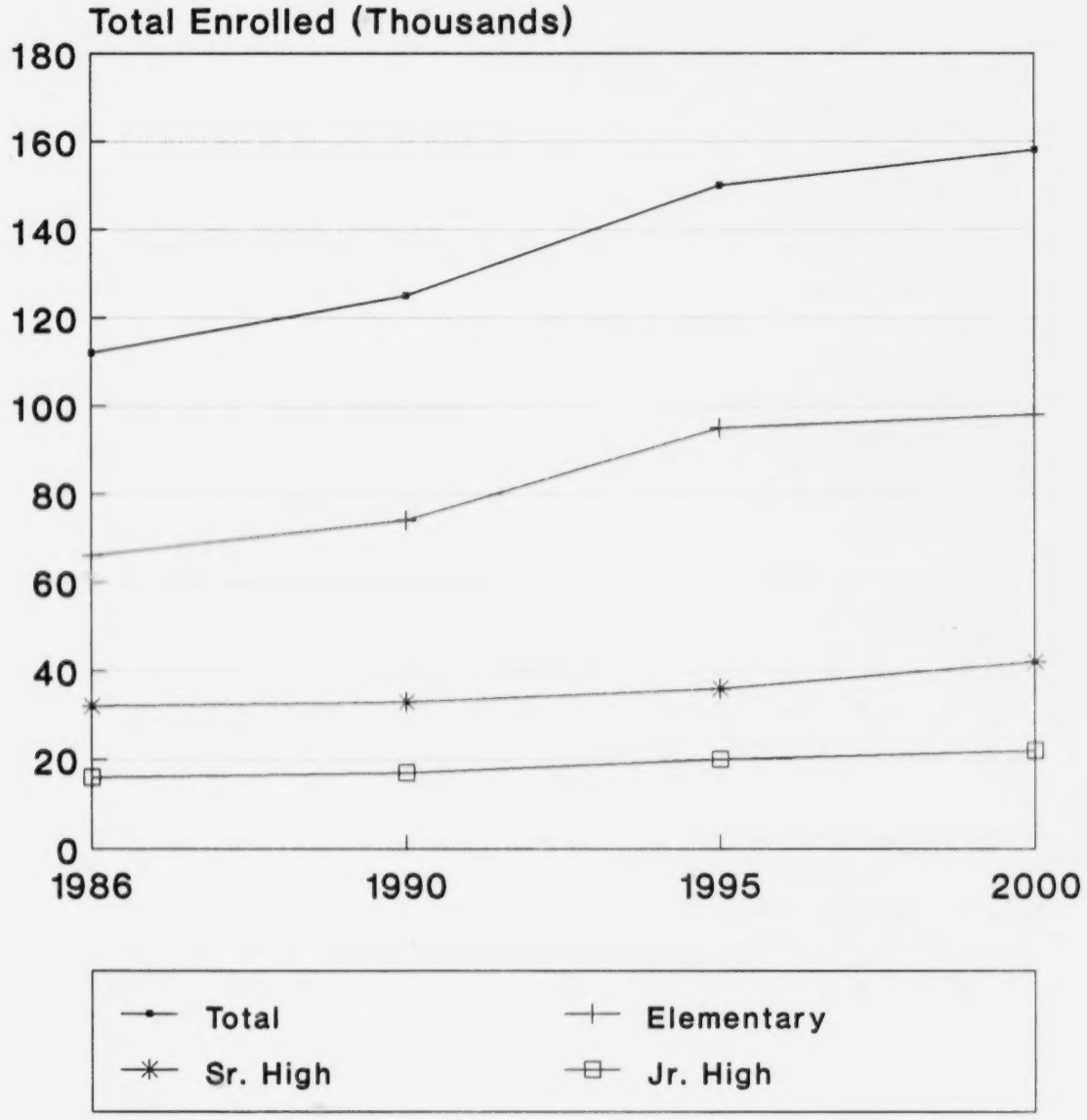
Source: SANDAG

Figure 8
Growth Within SDCCD Service Area
1986 to 1995



Source: SANDAG

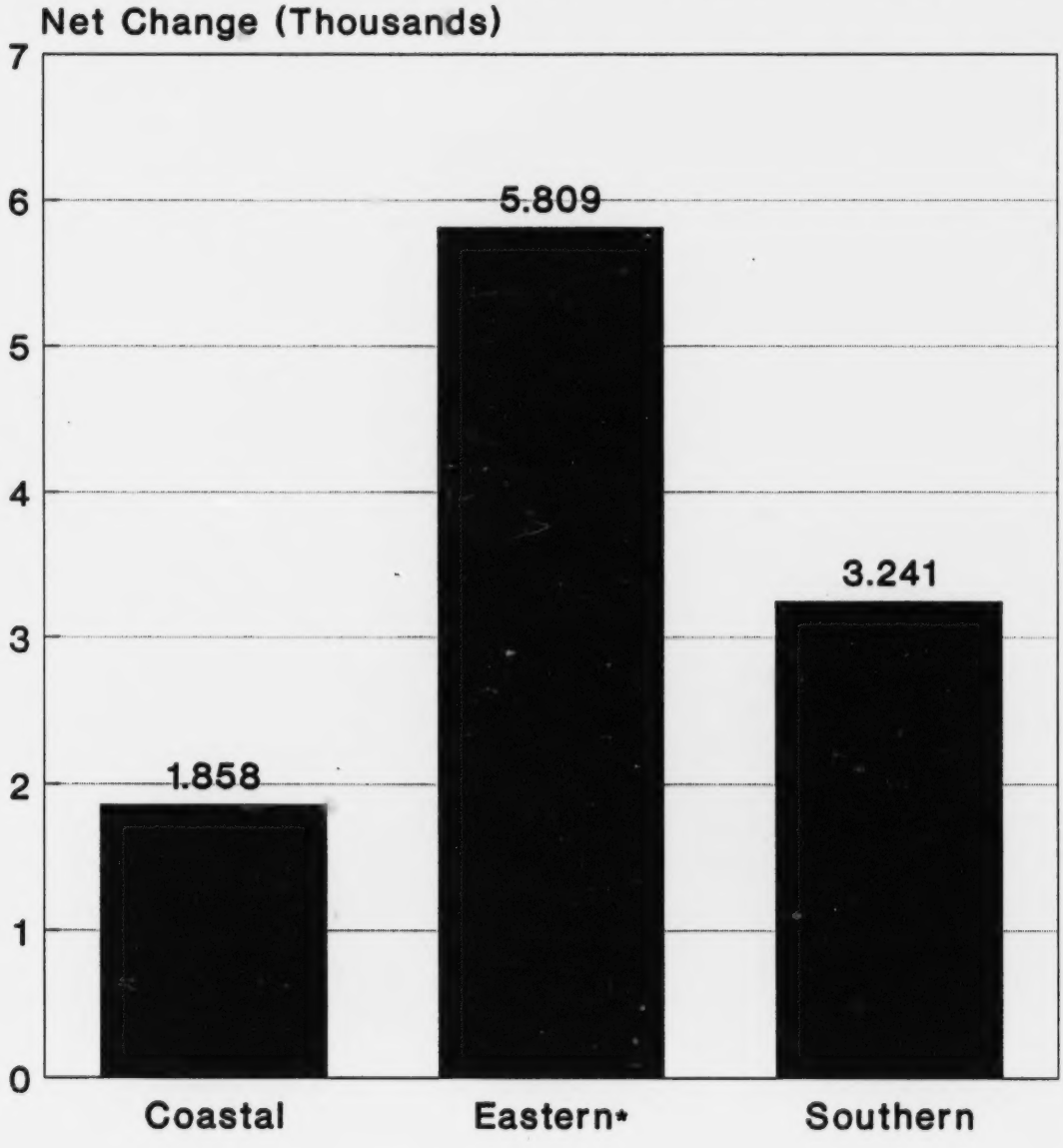
Figure 9
Enrollment Trends: 1986 - 2000
San Diego Unified



Source: San Diego Unified

Figure 10

High School Enrollment Projections by Planning Area San Diego Unified: 1986 to 2000



*Includes North City Area

Table 1
OPENING DAY ENROLLMENT
CITY, MESA & MIRAMAR COLLEGES
GENDER
FALL, 1987 / FALL, 1988

Gender	City				Mesa				Miramar			
	Fall 1988		Fall 1987		Fall 1988		Fall 1987		Fall 1988		Fall 1987	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	5280	51.8	4904	49.9	12550	54.9	10708	54.1	2397	49.7	2267	50.3
Male	4897	48.1	4894	49.8	10296	45.0	9030	45.7	2424	50.2	2238	49.6
No Response	9	-0-	25	.3	9	-0-	32	.2	6	.1	6	.1
TOTAL	10186		9823		22855		19770		4827		4511	

Table 2
OPENING DAY ENROLLMENT
CITY, MESA & MIRAMAR COLLEGES
ETHNICITY
FALL, 1987 / FALL, 1988

Ethnicity	City				Mesa				Miramar			
	Fall 1988		Fall 1987		Fall 1988		Fall 1987		Fall 1988		Fall 1987	
	N	%	N	%	N	%	N	%	N	%	N	%
Amer. Ind.	162	1.6	130	1.3	281	1.2	225	1.1	72	1.5	61	1.4
Asian	796	7.8	848	8.6	1606	7.0	1437	7.2	325	6.7	290	6.4
Black	1678	16.4	1597	16.3	952	4.2	726	3.7	181	3.7	154	3.4
Caucasian	5199	51.0	4984	50.7	16817	73.6	14549	73.6	3434	71.1	3249	72.0
Hispanic	1576	15.5	1467	14.9	1882	8.2	1598	8.0	319	6.6	280	6.2
Filipino	442	4.3	435	4.4	765	3.3	663	3.4	378	7.8	351	7.8
Other	274	2.6	253	2.5	453	2.0	400	2.0	77	1.6	69	1.5
No Response	59	.5	109	1.1	99	.4	172	.9	41	.8	57	1.3
TOTAL	10186		9823		22855		19770		4827		4511	

Table 3
OPENING DAY ENROLLMENT
CITY, MESA & MIRAMAR COLLEGES
AGE
FALL, 1987 / FALL, 1988

Age	City				Mesa				Miramar			
	Fall 1988		Fall 1987		Fall 1988		Fall 1987		Fall 1988		Fall 1987	
	N	%	N	%	N	%	N	%	N	%	N	%
Under 18	151	1.7	163	1.7	543	2.3	462	2.3	81	1.7	93	2.0
18	417	4.0	389	3.9	1739	7.6	1556	7.8	258	5.3	198	4.4
19	642	6.3	589	6.0	2170	9.5	1772	9.0	289	5.9	244	5.4
20	584	5.7	596	6.0	1921	8.4	1679	8.5	275	5.7	242	5.4
21	538	5.3	461	4.7	1671	7.3	1390	7.0	243	5.0	214	4.7
22	507	4.9	522	5.3	1390	6.0	1286	6.5	237	4.9	204	4.5
23	506	4.9	502	5.1	1298	5.7	1129	5.7	223	4.6	194	4.3
24	445	4.4	502	5.1	1209	5.2	1055	5.3	213	4.4	223	4.9
25 - 29	2221	21.8	2100	21.3	4381	19.1	3881	19.6	954	19.8	895	19.8
30 - 34	1581	15.5	1605	16.3	2689	11.7	2323	11.8	669	13.9	662	14.7
35+	2594	25.4	2394	24.4	3844	16.8	3237	16.3	1385	28.7	1342	29.7
TOTAL	10186		9823		22855		19770		4827		4511	

Tables 4a - c
OPENING DAY ENROLLMENT
SAN DIEGO COMMUNITY COLLEGE
DISTRICT TOTALS
Gender, Ethnicity, Age
FALL, 1987 / FALL, 1988

GENDER	Fall 1988		Fall 1987	
	N	%	N	%
Female	20647	53.7	18358	52.8
Male	17757	46.2	16337	46.9
No Response	25	-0-	65	.2

ETHNICITY	Fall 1988		Fall 1987	
	N	%	N	%
Amer. Ind.	519	1.4	420	1.2
Asian	2763	7.2	2610	7.5
Black	3148	8.2	2892	8.3
Caucasian	25519	66.4	22863	65.7
Hispanic	3855	10.0	3430	9.8
Filipino	1613	4.2	1469	4.2
Other	811	2.1	735	2.1
No Response	201	.5	341	1.0

AGE	Fall 1988		Fall 1987	
	N	%	N	%
Under 18	785	2.0	726	2.1
18	2435	6.3	2153	6.2
19	3119	8.1	2631	7.6
20	2804	7.3	2539	7.3
21	2464	6.4	2089	6.0
22	2148	5.6	2032	5.8
23	2046	5.3	1847	5.3
24	1880	4.9	1812	5.2
25 - 29	7647	19.9	6979	20.1
30 - 34	5024	13.1	4705	13.5
35+	8077	21.0	7247	20.8
TOTAL	38429		34760	

Tables 5 - 7
ENROLLMENT STATUS
CITY, MESA & MIRAMAR COLLEGES
Fall, 1985 - Fall, 1988

	Fall, 1985	Fall, 1986	Fall, 1987	Fall, 1988
	Percent	Percent	Percent	Percent
City				
First-Time	19.2	20.9	16.7	16.1
Transfer	21.9	19.6	19.9	19.3
Ret.-Transfer	7.9	4.7	5.4	3.9
Returning	7.0	7.9	6.8	5.3
Continuing	44.0	46.9	51.2	55.4
Mesa				
First-Time	22.6	17.0	19.4	15.8
Transfer	17.5	20.4	20.7	19.9
Ret.-Transfer	6.9	4.7	3.8	3.5
Returning	6.4	7.4	5.7	5.1
Continuing	46.6	50.5	50.4	55.4
Miramar				
First-Time	20.0	20.0	16.3	16.9
Transfer	25.9	26.5	23.0	20.2
Ret.-Transfer	6.7	4.7	4.9	2.9
Returning	6.1	6.6	6.0	4.5
Continuing	41.5	42.2	49.8	55.5

Table 8
Fall, 1988 Transfer Enrollments at SDSU*

College	Applied	Enrolled
Cuyamaca	166	108
Grossmont	1134	662
Imperial Valley	126	81
Mira Costa	189	135
Palomar	612	413
SDCCD	2009	1173
Southwestern	590	391

***Source: SDSU Admissions and Records**

Table 9

Summary of Walk-in Registration Procedures for Each Campus

Fall 1988 (as of 11/17/88)	Mesa	City	Miramar	ECC
Walk-In Registration (3 weeks before school + 1st week)	17,635/ 800 avg. /day	11,639/ 500 avg. /day	4,396 (Academy not included) 200 avg. /day	1,267 (college only) 50 avg. /day
Hours of Registration	8:00am to 9:00pm	8:00am to 8:30pm	M-Th 8:00am to 8:00pm F 8:00am to 4:30pm	M-Th 8:00am to 8:30pm F 8:00am to 4:00pm
# of Data Entry Terminals	11 (+ 2 emergency)	9	3	3
Admissions Staff Devoted to Registration	25 positions 7:30am - 10:00pm 2 day & 2 night supv. 1 control clerk	12 positions 8:00am - 10:00pm 1 day & 1 night supv.	8 positions 8:00am - 8:00pm 1 supv. - 12 hr. shift	5 contract & 4 hourly positions: 8:00am - 8:00pm 1 supv. - 12 hr. shift
Counselors Working Enrollment Line	1 inside by data entry, when avail. 1 roaming outside by add/drop line	1 inside by data entry others available in counselors office	None (available in counselors office)	3 Continuing Ed Counselors
Average Time For Enrollment	1 hour	30 - 45 min.	15 - 30 min.	15 - 30 min.
"Crunch" Time (Excessive lines)	2 - 3 hours	1 - 2 hours	45 min.	45 min.
Growth Impact Caused by (opinion)	›SDSU	›SDSU ›Downtown marketing ›Recruitment at local high schools	›SDSU ›Location of information officer ›Academy classes ›Recruitment at local high schools	- - -
Common Frustrations on campuses (opinion)	›Parking ›Students who miss enrollment appt. ›Having to delete a student file and reenter	›Parking ›Students who miss enrollment appt. ›Having to delete a student file & reenter ›Students unprepared w/transcripts/prereqs	›Students having to wait in counselor's line and enrollment line ›Not enough hourly staff	›Non-continuous curriculum ›Vocational, continuing students enrolling at the same time ›No college counselors
Referral to Alternate Campuses	Yes	Yes	Yes	Yes

Table 10
Opening Day; First Census Cumulative and Active Enrollment
City, Mesa, Miramar & District Totals

	Opening Day	First Census Cumulative Enrollment	First Census Active Enrollment
City*			
Spring 1988	10041	13589	13106
Fall 1988	10747	14445	14093
Mesa			
Spring 1988	19862	22487	20714
Fall 1988	22855	25784	23972
Miramar			
Spring 1988	4274	5219	4707
Fall 1988	4827	6077	5517
District Totals			
Spring 1988	34177	41295	38527
Fall 1988	38429	46306	43582

* Data for City College includes ECC

APPENDIX II

Enrollment Procedures Survey

Enrollment Procedures Survey

[Notes in brackets are for interviewer directions]

Date_____

Campus_____ Contact_____

Position_____ Interviewer_____

Telephone_____

1. Please **walk me through** your entire enrollment process for new students [Please attempt to flow chart this process]

2. Approximately how many students enroll each day during "walk-in" enrollment? [probe here for patterns, consistent numbers of students during the day, or only during certain times?]

3. Please explain how the enrollment process differs for **continuing** students.

Enrollment reports for Fall, 1988 indicate continued growth in the number of students at City, Mesa, and Miramar Colleges. Compared to opening day Fall, 1987, City has increased 4.1%, Mesa 15.7%, and Miramar 7.2%.

4. In your view, what might account for this growth in enrollment at _____ College? [probe here for effects of late vs. early start calendar, SDSU, children in school, etc.]

5. Were any procedural changes in the enrollment process made in this last year to accommodate this growth in enrollment?

5a. If so, please explain.

5b. Were there any procedural changes that you feel should have been made to accommodate this enrollment growth?

6. If enrollment continues to increase, do you believe that any adjustments or changes will be needed in the current enrollment process to accommodate changes in the numbers of enrollees?

6a. If so, what changes would you recommend?

7. The board has reported that students are experiencing delays and long lines during enrollment. Have you experienced long lines at _____ College?
[If yes to 7, ask question 7a, if no, skip to question 8]

7a. In your view, have increases in enrollment added to delays and long lines for enrolling students?

7b. If so, how?

8. Do you feel that recently mandated procedures in enrollment policy and procedures such as placement testing, or administrative holds have increased delays for enrolling students? [ask this question only if it has not been raised earlier in the interview]

8a. What changes, if any, are needed to better integrate these procedures into the enrollment process to minimize delays in enrolling students?

9. Are students being directed to one of the other campuses when classes are either closed or not offered at your campus?

Yes _____

No _____

9a. How are they being directed?

1. Sent directly to alternate campus?

2. Enrolled in class at alternate campus by this campus?

APPENDIX III

Individual Campus Enrollment Procedures

Appendix III

Enrollment Procedures Interview Results

Enrollment Process

The problem of delays in the campuses "walk-through" enrollment process deserves attention because these delays directly impact upon the district's ability to respond to growth. Thus, the enrollment process as it pertains to those new and continuing students who participate in "walk-through" registration is described in order to better understand the factors which may hinder the registration of students.

Method

In order to better understand the enrollment process at each campus, structured interviews were conducted with campus admissions officers (please see Appendix II: Enrollment Procedures Survey). Questions focused on the following:

1. Description of current process.

2. In their view, what might account for the changes in enrollment numbers? (e.g., impacted status at SDSU, changes in the District academic calendar, course availability and offerings, etc.).

3. Perceived effects of increased enrollment on the enrollment process. The ability of the current system to adjust to changes in the numbers of enrollees.

5. Recent procedural adjustments and changes made in the enrollment process to accommodate growth in student enrollment.

7. Perceived effects of recently mandated changes in enrollment policy and procedures (e.g., placement testing, administrative "holds" etc.) on enrollment process. Were delays anticipated upon implementation of these requirements and, if so, what procedural adjustments were needed (if any) to implement these procedures?

8. Staffing, equipment, and facilities requirements to meet the demands of current or increasing enrollment.

9. In their view, how might the enrollment process be streamlined?

10. Are students counseled to enroll in an alternate campus as classroom space becomes unavailable?

Interview Results

Mesa College

Background

Mesa College has the highest enrollment within SDCCD. Opening day enrollment for Fall, 1988 was 22,855 which represents approximately a 15% increase over Fall, 1987. This growth has raised concerns regarding long lines and delays during registration which are summarized and discussed below.

Walk-Through Enrollment

An average of 800 students per day register during the four week enrollment period (three weeks before classes begin and during the first week of school) with the busiest day being opening day (over 1,000 students are registered). An enrollment appointment is for a specific date, but not a specific time; therefore students can enroll at any time during the enrollment hours (8:00 a.m. to 9:00 p.m., Monday through Friday) on their specified date. The peak hours during this period are 8:00 a.m. to 3:00 p.m. and 5:00 p.m. to 9:00 p.m.. "Non-peak periods" for Mesa are generally between 3:00-5:00 p.m.. The evening line may be long due to a daytime overflow. The average wait in the enrollment line is estimated to be from one to two hours during peak periods, which is considered by admissions officers to be an improvement over the four to six hour wait students experienced in past semesters. This semester, Fall 1988, the add/drop line was separated from the enrollment line and has reduced the delay in the enrollment process.

Mesa has eight on-line terminals at the enrollment center and three on-line terminals in the outside add/drop and missed appointment lines. There are two additional terminals located in Student Services which are used if lines get very long, and the enrollment clerk at the window has one terminal to check student's academic history for prerequisite status. Twenty-five people are hired on an "hourly" basis dedicated strictly to registration. Most of these hourly staff have worked registration before and come back each semester.

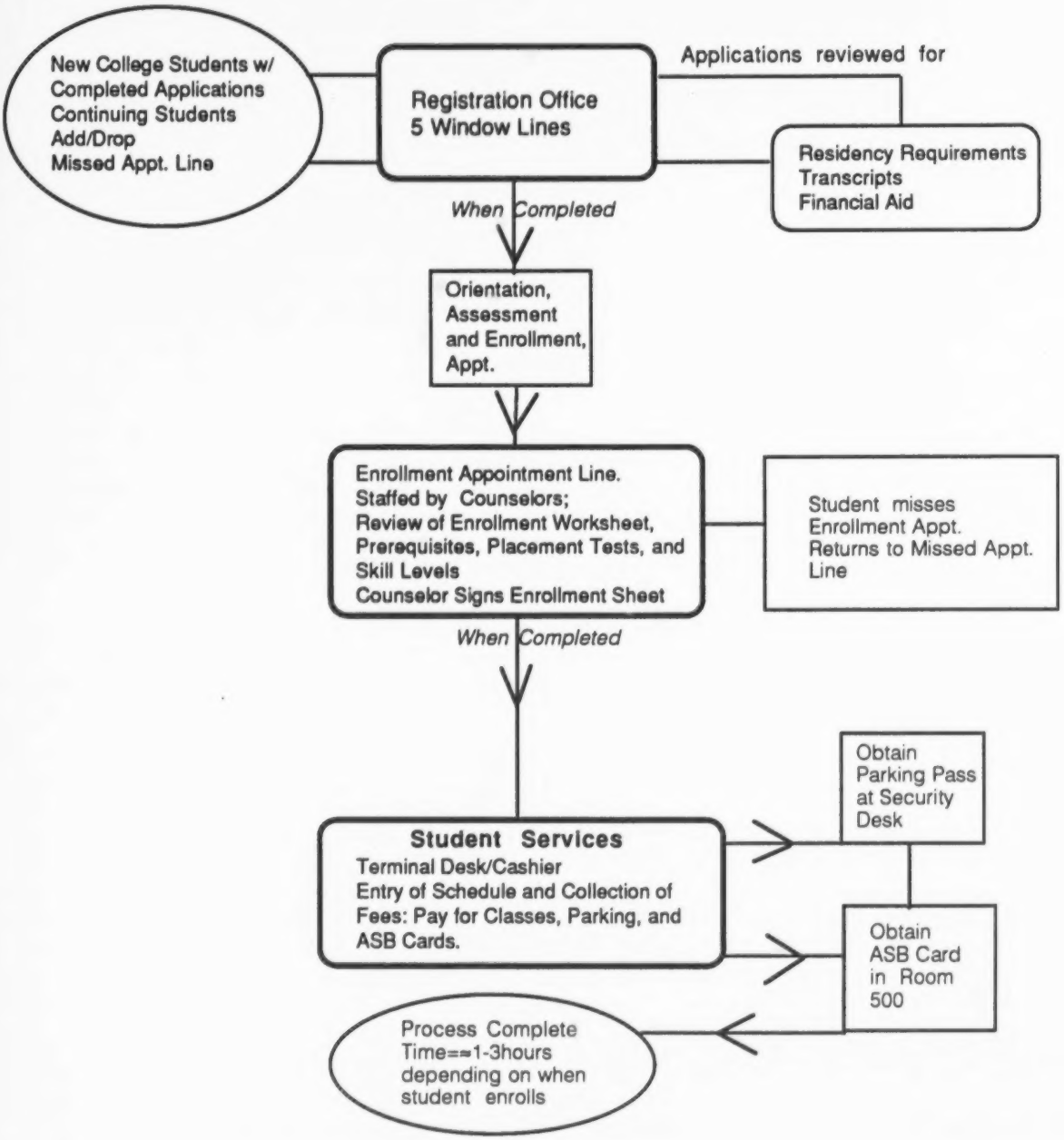
In the event a student misses his/her enrollment appointment, the student must then go to the "missed appointment line." The purpose of the "missed appointment line" is to keep those students who missed their appointments from taking time away from those students in the enrollment line who showed up on their appointed date.

Continuing Student Enrollment

Mesa College reports that approximately one third of the continuing students use the mail-in process for registration. As with the other campuses, continuing students that enroll during walk-in registration are generally those that either miss the mail-in registration deadline, change their address and consequently do not receive registration materials, or choose to register in person. All continuing students are sent an enrollment appointment along with the mail-in registration packet.

Mesa College

Walk Through Registration



Enrollment Growth

Admission Officers report that enrollment growth at Mesa can largely be attributed to the impacted status at SDSU and the new regulation requiring 56 units before a student is allowed to transfer into SDSU, (i.e., students are enrolled for a longer period of time). The "late start" academic calendar may have facilitated this growth, enabling students to enroll in the SDCCD after classes began at SDSU.

Recent Changes to Accommodate Enrollment Growth

In the past, the add/drop line was combined with the enrollment line. This semester two separate processing windows were added specifically for the add/drop process. Three additional terminals were added for this purpose, one of which is being used for the missed appointment line.

Presently, two counselors are scheduled to help with the enrollment; however, they are not always available due to additional assigned tasks within the counseling office. In the past, a student had to walk to the counseling office for assistance. When available, one counselor now assists outside of the missed appointments and add/drop lines, while the other "signs-off" enrollment worksheets for students inside the enrollment center.

Two TV monitor screens have been installed which display updated information regarding classes and scheduling. One screen is located outside near the enrollment clerk window and another is inside by the counselor.

An information booth was placed outside along the enrollment appointment line, staffed by an hourly staff-person familiar with enrollment, to answer questions. This information booth has reduced the number of students coming inside to the General Information window.

Periodically, members of the permanent Student Services staff go outside and answer questions and review forms to ensure that the enrollment line will continue to move smoothly.

Adjustments Or Changes Needed To Accommodate Enrollment Growth

Mesa College reports that an additional six on-line terminals, with six additional hourly staff, plus one hourly relief staff could be used full-time during registration. However, these terminals would not be used during the remainder of the year and staff suggested that the equipment be leased or rented on a short-term basis during peak registration times.

An additional counselor is needed to assist in the enrollment lines. A problem occurs when one of the two scheduled counselors has to remain in the counseling office for other administrative tasks, thereby leaving the enrollment line "short" one counselor. It was also mentioned that an additional enrollment clerk and terminal could be used to review the enrollment worksheets. This would assist in moving the enrollment line faster.

Admissions staff stated that the current facility turns into a "crowded maze" during enrollment. Plans for a new building on-campus are currently underway, but completion is not expected until 1992. Staff suggested that steps be taken to ease the situation in the interim. They suggested that congestion would be eased by storing all forms and archived student records "off-site". This would open up valuable space needed for walk-through enrollment.

In the event that additional enrollment staff is not possible, staff feel more time should be allotted to process the mail-in registration packets. Staff suggested that the mail-in registration packets be sent out to the students sooner, or the return deadline be shortened, and that the enrollment period be extended so that the enrollment lines are shortened.

Parking. Staff report that students express great frustration over parking at Mesa College, particularly during walk-through enrollment periods. Every car is required to have a parking permit or a guest parking pass prior to parking in the lots. Students who have not yet registered are required to wait in a "drive-up" line at the parking booths in order to obtain a pass to park. Often, the students park in lots with no proximity to the Admissions Office, and walk around campus asking how to find registration. Staff reported that additional parking would be needed to accommodate current and future enrollment.

Mandated Procedures Which Delay Enrollment

The Admissions Supervisor reports that assessment and placement testing, and verification of skill prerequisites slow down enrollment. Currently, a counselor is the only person authorized to waive requirements, and counselors are not always conveniently located.

At this time, Student Services has been informed that two full-time staff members will be hired for matriculation. If this does occur, perhaps matriculation won't create the same delays as it has in past enrollment. Furthermore, a request has been made for the computer to automatically update the skill levels without additional procedures needed on the part of the staff.

In the event that a student has an administrative hold for a reason that can be solved merely by paying a fee, i.e., library fee, check fee, etc., staff would like to allow the student, when possible, to pay all additional fees on their campus instead of requiring the student to go to the campus where the violation occurred.

Referral To Alternate Campuses

Students are referred to an alternate campus when a class is either closed or unavailable. Class schedules are available for reference and if the student can make a quick choice, they are allowed to review the schedule and select an alternate class at the enrollment data entry desk. However, if the student can't choose quickly, they are asked to step out of line and select a class. They may then step back up to the first available terminal operator when their selection has been made. The counselor inside of the enrollment center is available if the student has any questions.

City College

Background

City College has the second highest enrollment within the San Diego Community College District with a Fall, 1988 opening day enrollment of 10,186, an increase of 4% over Fall, 1987. Long lines and delays during registration also occur at City college, and will be discussed in detail.

Walk-Through Enrollment

City College reports that on campus registration processes approximately 200 to 500 students per day, with the higher numbers occurring during the last week of the enrollment period, for an approximate total of 7,000 to 8,000 students. Hours of registration are 8:00 a.m. to 8:30 p.m., Monday through Friday with additional staff scheduled the first two Saturdays of registration from 8:00 a.m. to noon. An enrollment appointment is given for a specific day and time at City College as compared to Mesa College who only requires students to show up on a specified day. Students at City College, however, may enroll at their specified time or anytime thereafter.

There appears to be little difference in the number of students registering during the day compared to those registering at night. This creates minor delays in the evening because there is not an equal amount of time to process enrollment and the counseling office closes at 8:00 p.m.. The peak hours of registration are 8:00 a.m. to 10:00 a.m., 11:30 a.m. to 1:00 p.m., and 5:00 p.m. to 8:30 p.m.. The average wait in the enrollment line is one to two hours during peak periods and 30-45 minutes during non-peak periods. The "peak periods", according to the admissions staff, are the Friday before classes begin and the first week of school. However, other peak periods are often unpredictable. For example:

1. Students come to registration and are not prepared to prove that they have taken the prerequisites or assessment test.

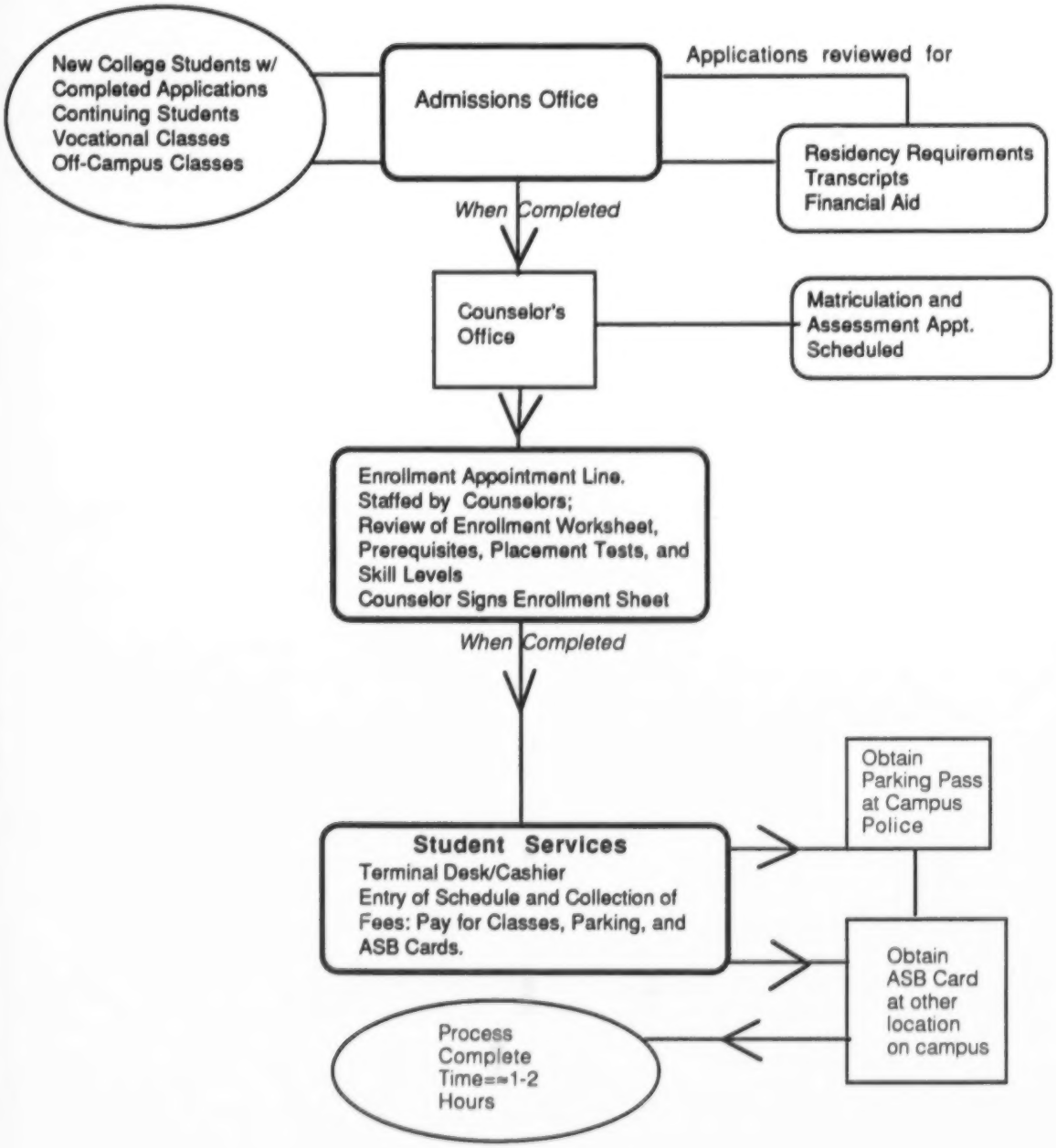
2. Students who don't show up for their enrollment appointments and wait until the last enrollment day to come in. The only deterrent to missing appointments is that other students may have already filled the class, however, this is not a major problem at City because the classes do not close as quickly as those at Mesa College.

An information table is placed at the start of the enrollment line to answer questions and check forms. Information displays show examples of how to fill out forms, add, drops, checks, etc., thereby giving the student additional information before they reach the enrollment terminals. Two TV monitors are located along the line which display updated information on classes. Once inside the building, an enrollment clerk and counselor, using one computer terminal, review the student enrollment sheet for course and skill level prerequisites and other data.

City has nine on-line terminals in the enrollment center, however one terminal was recently stolen and may or may not be replaced by Spring 1989 registration. Three lines are primarily dedicated to "special circumstances," (e.g., third party checks, non-resident tuition, foreign students, and accounting problems), although students with regular enrollments are also directed to these lines. Five lines are dedicated to enrollment and one terminal is used for add/drop and students who only need a parking permit. The enrollment line is used for both

City College

Walk Through Registration



students who are on time for their enrollment appointments and for those who missed their appointment date.

While at the enrollment counter, delays may occur at the enrollment data terminals for various reasons, such as:

1. A class has been recently closed and the student does not have an immediate alternate available, therefore, he/she must step out of line and review the schedule. This occurs at all campuses and causes a computer delay because the file has to be "deleted" while the student is out of line. The computer cannot be put on hold while the student is making his/her decision.

2. Admissions/Records and Veterans office permanent staff have to interrupt the enrollment process to use a terminal for their daily work, as do the off-campus staff to input the off-campus registration.

Once the data entry is complete, the students also pay their fees for registration, parking permits and ASB cards. Parking permits are picked up at the campus police office which is approximately 75 yards away. However, the ASB cards must be picked up across campus which is a significant distance from the enrollment center.

Continuing Student Enrollment

An average of 3,000 students take advantage of the mail-in registration process. A priority enrollment appointment is given to the continuing student should they choose not to take advantage of mail-in registration; however, if they miss their appointment date, they forfeit their priority status and must participate in regular walk-through enrollment. As previously stated, this campus does not have the "closed class" problem that Mesa College does, and students do not appear to be as concerned about missing their enrollment appointments or registering late. Consequently, this adds to the long lines and creates delays in enrollment during the end of the enrollment period.

Enrollment Growth

Although precise reasons for enrollment growth at City College are unclear, Student Services staff report an increase in the "downtown" student, which they attribute to the marketing efforts directed at the downtown businesses and special programs, (e.g., Court Reporting). As with the other campuses, staff also suggest that City College has been impacted by San Diego State University's new requirements.

Recent Changes to Accommodate Enrollment Growth

Numerous changes were made in the enrollment process to accommodate enrollment growth. These changes include:

1. One on-line terminal was borrowed from the Records/Veterans office.

2. An hourly staff member was added to answer questions at the information table outside, near the start of the enrollment line.

3. TV monitors were placed by the enrollment line to display updated schedule information.

4. Efforts were made to make the students comfortable while standing in line, e.g., VCR movies, hot dogs and sodas, crayons for children.

Adjustments or Changes Needed to Accommodate Enrollment Growth

Computer Terminals. It was pointed out that the current number of terminals and operators that serve the students is insufficient. Most of the terminals being used now are actually "borrowed" from the Admissions and Records office which interferes with the required daily work that takes place in these offices. Staff would like three additional terminals as follows:

1. Add/drop terminal located somewhere other than inside the Admissions office.

2. Application input terminal located at the application counter.

3. A terminal located within the campus police office so students who only need to obtain a parking permit won't have to wait in line.

City has submitted a request for twenty-three terminals to provide uninterrupted computer access for the daily staff.

Enrollment Center. The enrollment center is located inside of the Admissions office, which interferes with on-going duties and tasks of the staff. It was suggested by admissions staff that additional space is needed to conduct the walk-through enrollment for students, as the current space is too crowded. For example, one door alone acts as the entrance to process applications and adds/drops, and also acts as the exit door for the students who have completed registration. Plans for a new enrollment center are currently underway, but completion is not expected until 1992 or 1993. In the interim, the staff feel that action should be taken to mitigate the current problems.

Staffing. Admissions supervisors feel that additional staff is needed to help with the prerequisite verification for the mail-in packets because the time involved creates delays in both the daily work flow and response time to the students.

Mainframe. The current computer system presents problems because of its slow response time and cash/accounting screens. Staff has been informed that the new Integrated Student Information System (ISIS) will speed up the enrollment process.

Similar to Mesa College's problem, City College has insufficient parking during enrollment for both students and staff. City has the additional problem of downtown employees enrolling for classes, obtaining a parking permit and using the campus lot while they work. There is insufficient staff to monitor every lot in the mornings to determine if a person is parking for work or for school. Examples of this problem include:

1. Students who enroll, then drop and still use the campus lot for work parking.

2. Students who enroll for a day or evening class and use the campus lot for both work and school.

Mandated Procedures Which Delay Enrollment

As discussed previously, the verification of prerequisite courses delays registration. It was suggested that more counselors are needed to work the enrollment line.

Assessment testing causes a delay when the student cannot go to class until tested. Sometimes this may mean that a student misses the first week of school. These students are usually the ones who register at the last minute.

Referral To Alternate Campuses

Students are referred to alternate campuses when a class is either closed or unavailable. Class schedules are available for reference. However, the student is asked to step out of line if they cannot make a quick decision. The student may confer with the inside counselor, but this causes a delay for everyone, both students and staff.

Miramar College

Background

Miramar College has the third highest enrollment within the San Diego Community College District with a Fall, 1988 opening day enrollment of 4,511, which represents an increase of approximately 7% over Fall, 1987. Unlike the other campuses, Miramar College offers a large number of Academy classes in the Fire Science and Administrative of Justice fields and, as a result, the enrollment process takes place year round. Long lines have not been a problem on this campus, however Admissions Supervisors do have comments about delays in the enrollment process.

Walk-Through Enrollment

An average of 200 students per day register during the new student enrollment period. Hours are 8:00 a.m. to 8:00 p.m., except on Fridays when the office closes at 4:30 p.m.. Peak hours are from 8:00 a.m. to 2:00 p.m. and again from 4:30 p.m. to 8:00 p.m..

Like City and Mesa Colleges, the peak registration period is the week before classes begin and the week after classes start. Due to the late formation of certain academy classes, students often must register on the first day of class.

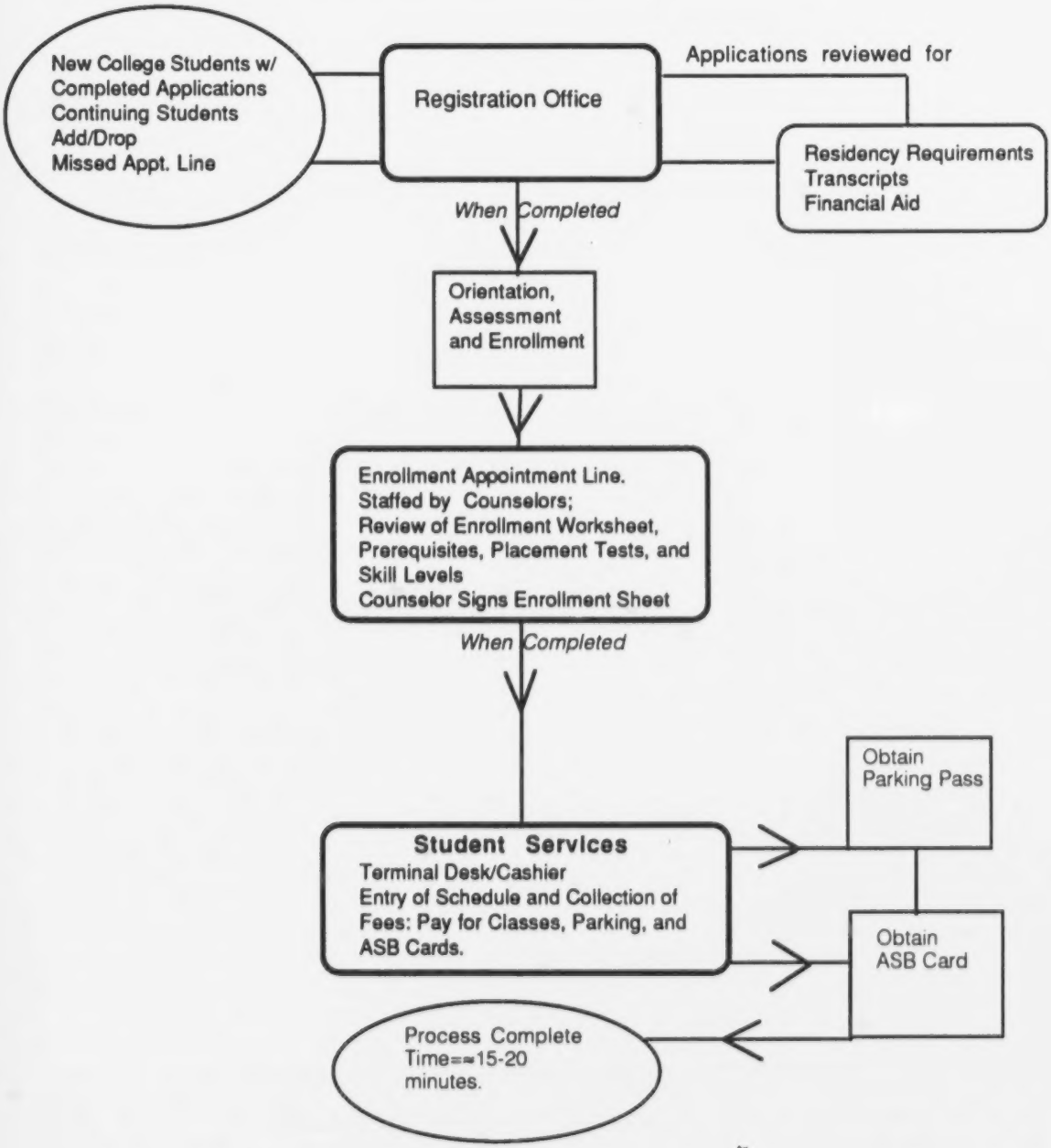
The delays in walk-through enrollment occur when there is a scheduling conflict and the student has to step out of line to select another class. As with the other campuses, the students file is "deleted" and data entry for registration must start from the beginning once the student has selected a new schedule. The selection of a new class may also require another trip to the counselor's counter.

Continuing Student Enrollment

Currently, about one third of the students are utilizing the mail-through registration process. As with City and Mesa Colleges, Miramar's students are given a priority enrollment appointment for those who do not choose to take advantage of the mail-in process.

Miramar College

Walk Through Registration



Enrollment Growth

Admissions Officers gave several reasons why enrollment has grown by 7.2%, these include:

1. Impacted status of SDSU

2. Tremendous population growth of North San Diego City and County.

3. An Information Officer is now located on campus to disseminate information about the college in the community.

4. Administration of Justice curriculum is reportedly one of the best in Southern California and draws numerous students to the campus.

Recent Changes to Accommodate Enrollment Growth

Beginning Fall 1988 more counselors were hired on an hourly basis during registration. In addition, the counselor's hours were changed to coincide with walk-through registration. A computer list was made available to the Admissions Office, through Computing Services, which shows the availability of classes throughout the District and the number of spaces remaining. This list is picked up daily at Stadium Plaza.

Adjustments or Changes Needed to Accommodate Enrollment Growth:

As with the other campuses, additional staff is needed to service the enrollment of students in order to give more efficient service. Staff believe that two additional hourly staff are needed for the 8:00 a.m. to 4:30 p.m. shift and two more needed from 4:00 p.m. to 8:00 p.m.. Two additional terminals are also needed to accommodate the requested staff. They also suggested that one permanent full-time staff be hired due to the increased workload from the enrollment growth.

Admissions Officers suggested that a method be devised which could display closed classes to the students waiting in line. Currently, the closed classes are written on a sheet of paper and posted at the data entry area. Students need to be informed of closed classes earlier, prior to preparing their enrollment worksheets and standing in line.

Although a counselor is located in the enrollment center, students must wait in the enrollment line to be assisted during registration. A request has been made for a contract counselor to work in the enrollment center during walk-in registration because of their familiarity with the curriculum.

Staff believe that if the growth continues, a larger facility will be needed or the students will be waiting outside, unprotected from the elements during registration. Admissions staff report that over 300 Mesa students registered at Miramar College during the Fall 1988 enrollment period, and more Mesa students are expected to register at Miramar for their Mesa classes in the future. The implication here is that delays in the walk-through enrollment caused by enrollment growth will be further aggravated by the worsening enrollment situation at Mesa College. Solutions to this problem should thus be approached on both a college and District-wide basis.

Mandated Procedures Which Delay Enrollment

Verification of prerequisites and assessment skills has slowed down enrollment which is one reason why staff report a need for additional counselors in the enrollment center.

Referral to Alternate Campuses

Like City, Mesa and ECC, students are referred to an alternate campus when a class is either closed or unavailable. The student must then step out of line to select another class, however he/she may return to the next available terminal operator once a selection has been made.

Educational Cultural Complex

Walk-Through Enrollment

Registration Supervisors report that, overall, long lines and delays in enrollment are not a problem at ECC. An average of approximately 50 students per day register during the four-week enrollment period which runs for three weeks before classes begin and during the first week of school. Typically, the busiest day for enrollment is the first day of registration with peak hours running from 9:00 a.m. to noon and 5:00 p.m. to 8:00 p.m.. The enrollment process at ECC includes registration for college courses, high school continuation and vocational courses.

Continuing Student Enrollment

Admissions officers report that the majority of continuing students take advantage of mail-in registration. Continuing students who walk-through registration are only required to pick up an enrollment worksheet from the registration information desk and then proceed directly to the counseling office and cashier.

Enrollment Decline

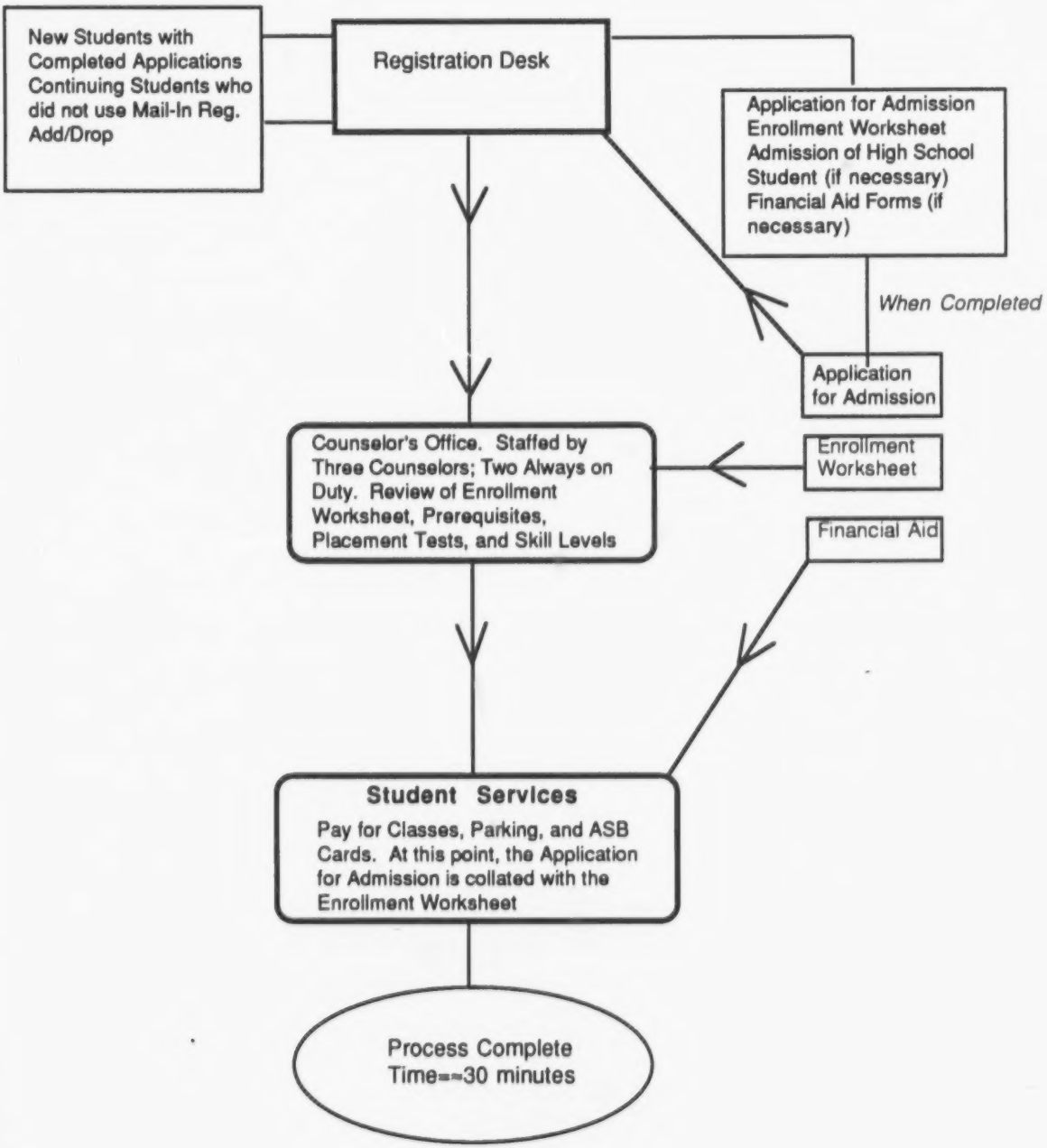
As noted in Figure 3a, opening day enrollment at ECC decreased approximately 14% from Fall, 1988 to Fall, 1987. Although precise reasons for the drop in enrollment at ECC are unclear, admissions staff suggested that it may be due, in part, to the lack of a continuing curriculum for many courses. For example, Math ABC may be offered in the Fall semester, but Math DEF not offered in the Spring. As a result, students must attend a different college to complete the requirements.

Recommended Adjustments or Changes in Enrollment

Interviewees report that the facility layout for registration is insufficient for "flow" purposes because the high school, vocational and new college students all register at the same time. They believe that a "College Counselor" is needed during the heavy registration time. Currently, the only counselors available are "Continuing Education."

Educational Cultural Complex

Walk Through Registration


New Students with Completed Applications Continuing Students who did not use Mail-In Reg. Add/Drop
Registration Desk
Application for Admission Enrollment Worksheet Admission of High School Student (if necessary) Financial Aid Forms (if necessary)
When Completed
Application for Admission
Counselor's Office. Staffed by Three Counselors; Two Always on Duty. Review of Enrollment Worksheet, Prerequisites, Placement Tests, and Skill Levels
Enrollment Worksheet
Financial Aid
Student Services
Pay for Classes, Parking, and ASB Cards. At this point, the Application for Admission is collated with the Enrollment Worksheet
Process Complete
Time=-30 minutes

Admissions staff report that there is room and a need for one more on-line terminal in the Student Services Office which could be used during registration and throughout the year. They currently have three on-line terminals.

Delays Caused by Enrollment Procedures and/or Assessment Testing

Minor delays have been caused by students who don't want to take the assessment test. These students are interested in personal enrichment instead of obtaining a degree, and feel that the three hour test is unnecessary. It takes additional time to explain to these students the reasons why they are required to take the assessment tests.

Interviewees suggest that perhaps due to the geographic location of ECC in relation to the U.S./Mexican border, there are numerous non residents who enroll. Additional time and documentation are necessary to verify if the student is qualified to enroll. This task is the responsibility of the registration/information desk clerk.

Referral to Alternate Campuses

When classes are closed or not offered at ECC, students are directed to an alternate campus. Schedules are available for the students' review and counselors help where possible. Although efforts are made to do all of the registration at ECC, if a student has an Administrative Hold, they must clear it at the school where the problem originated. Once classes begin, a student must have an add card signed by the instructor from their desired campus, including ECC, in order to register at ECC's enrollment center.

<u>Grossmont College</u>

Grossmont College was surveyed to compare enrollment procedures with the San Diego Community College District for two reasons. 1. Many SDSU students enroll at either Grossmont or Mesa Colleges or sometimes even both when required classes are unavailable and transferrable to SDSU. 2. Past research conducted during enrollment at Mesa College indicated that several students preferred the walk-through enrollment process at Grossmont College.

A major difference between the walk-through process at the SDCCD and Grossmont College District is the use of an optical scanner and scannable enrollment forms. Students code the scantron form for their selected classes and are encouraged to run them through "pre-check" terminals, located within the enrollment center, to verify that they have completed the form correctly and the classes are still available. Once the student reaches the data entry counter, the scantron form is entered into another "pre-check" terminal by the enrollment staff. If there are any problems, the student is given back the scantron form and referred to an enrollment "assistant", to help rectify the problem. This procedure enables the data entry person to continue to process students without slowing the enrollment line.

If the student needs more information about classes than the enrollment assistant can offer, there is a schedule terminal for their use located directly adjacent to the enrollment counter. The student requests information on available classes and the terminal displays the days and meeting times of the requested course. For example:

Student: "What Biology 101 classes are available on MWF between the hours of 8:00 a.m. and 2:00 p.m.?"

Terminal:	Biology 101	MWF	9:00 a.m.	Smith
	Biology 101	MWF	1:00 p.m.	Jones

The scantron form can be changed and the student returns to the data entry counter, where the form is once again scanned into the "pre-check" system. This lets the student know that everything has cleared at this point. The scantron forms are picked up every ten to fifteen minutes and taken to the next room for actual data entry. Students wait outside the cashier area and once the schedule is printed out, the students name is called and they come up to one of ten windows to pay their tuition, parking fees and obtain their parking permit.

If a class is closed by the time the scantron form reaches final data entry, the student is paged in the cashiers area and given the opportunity to choose between keeping the reduced schedule or starting over. The average wait for registration is twenty to thirty minutes. During peak periods, an hour wait may be experienced outside of the cashier's area waiting to pay fees and pick up schedules.

Grossmont students also have the opportunity to get on the "Priority Wait List" (PWL) for closed classes. In order to get on this list, the student must already be currently enrolled for the semester. After the student has completed his/her enrollment and fees have been paid, the student goes to another area and requests to be placed on the PWL list for a desired closed class. These lists are then given to the instructors who have the option of admitting students on the wait list first or on a first come, first serve basis. The experience has been that the instructors will use the PWL first.

All registration and enrollment takes place in the cafeteria during the two weeks prior to school. Inside, counselors and faculty (for Math and English) are located to verify prerequisites and assessment scores. A temporary Admissions and Records information desk is set up to assist the student, and "peer counselors" are available to answer questions.

An additional convenience offered to students at Grossmont College that the SDCCD might consider is their "one-stop" enrollment day. One day is scheduled during registration where a student may come in for their assessment test and orientation in the morning and complete enrollment in the afternoon. It is about a six to eight hour day and was designed for the commuting student who doesn't have time to come back to campus more than once. The student must have an appointment for this particular day.

Grossmont Summary

One unintended outcome of a research project conducted during the Fall, 1987 walk-through enrollment at Mesa College was that researchers noted that several students preferred the more automated enrollment option at Grossmont College. Because Grossmont and the SDCCD often attract the same student, it is important to compare our systems to see what procedures may be helpful in the planning and accommodation of growth.

Grossmont admissions staff report the average wait during walk-through enrollment is twenty to thirty minutes and up to one hour during the busiest times. This would seem to compare favorable to reports of 1-3 hour waits during walk-through enrollment at Mesa College and is similar to the amount of time needed to enroll at City College.

No data were gathered however, as to student and staff preferences between the two systems. There are several factors to consider when directly comparing the systems which are not within the scope of this report. However, this topic would seem to merit further investigation.

Campus Admissions Officer Suggestions Regarding the Enrollment Process

The following is a list of suggested improvements to facilitate the walk-through registration process at each campus. These recommendations were made by the admissions staff at the respective campuses.

<u>Mesa College</u>

- Six additional on-line terminals with six hourly staff, plus one hourly relief staff should be considered (additional terminals could possibly be leased or rented on a "short-term" basis)
- Additional counselors are needed to assist in enrollment lines
- An additional enrollment clerk and terminal is needed to review enrollment worksheets
- Steps should be taken prior to the completion of the new building to ease congestion in the enrollment center by storing all forms and archived student records "off-site"
- In the event that additional enrollment staff are not possible, more time should be allotted to process the mail-in registration packets
- Mail-in registration packets should be sent out sooner, or the return deadline be shortened
- The enrollment period should be extended so that the enrollment lines are shortened
- A program should be designed to automatically update the skill levels without additional procedures needed on the part of the staff
- Students should be permitted to pay fees for "administrative holds", when possible, at the campus of registration instead of requiring the student to return to the campus where the violation occurred

City College

- Staff would like three additional terminals as follows:

  1. Add/drop terminal located somewhere other than inside the Admissions Office

  2. Application input terminal located at the application counter

  3. A terminal located within the campus police office is needed so students who only need to obtain a parking permit won't have to wait in line in the enrollment center

- A request was submitted for twenty-three terminals to provide uninterrupted computer access for the daily staff

- Additional space is needed to conduct the walk-through enrollment

- A temporary barrier was requested to be put between the enrollment counter and the admissions staff desks

- Professional signs need to be made for directional purposes

- Immediate action should be taken to resolve current space problems within the enrollment center

- Additional staff is needed to help with the prerequisite verification for the mail-in packets

- More counselors are needed to work the enrollment line

Miramar College

- Additional staff is needed to service the enrollment of students

- Two additional hourly staff are needed for the 8:00 a.m. to 4:30 p.m. shift and two more needed from 4:00 p.m. to 8:00 p.m., with two additional terminals to accommodate requested staff

- One permanent full-time staff should be hired due to the increased workload from the enrollment growth

- A method should be devised which could display closed classes to the students waiting in line

- A "contract" counselor should be assigned to work in the enrollment center during walk-in registration

- A larger facility will be needed

Educational Cultural Complex

- The facility layout for registration is insufficient for "flow"
- A "College Counselor" is needed during the heavy registration time
- There is a need for one more on-line terminal

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